

RACIAL EQUITY Audit Assessment Report

Town of Brookline
June 2021

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Audit Assessment Report Roadmap

Introduction	Racial Equity Mindset Framework Overview
Executive Summary	Key Findings
Road to Commitment	Immediate Actions for Advancing Racial Equity
Recommendations and Next Steps	Insights, Ideas, and Overall Observations
Appendix	Detailed Data and Methodology

Introduction

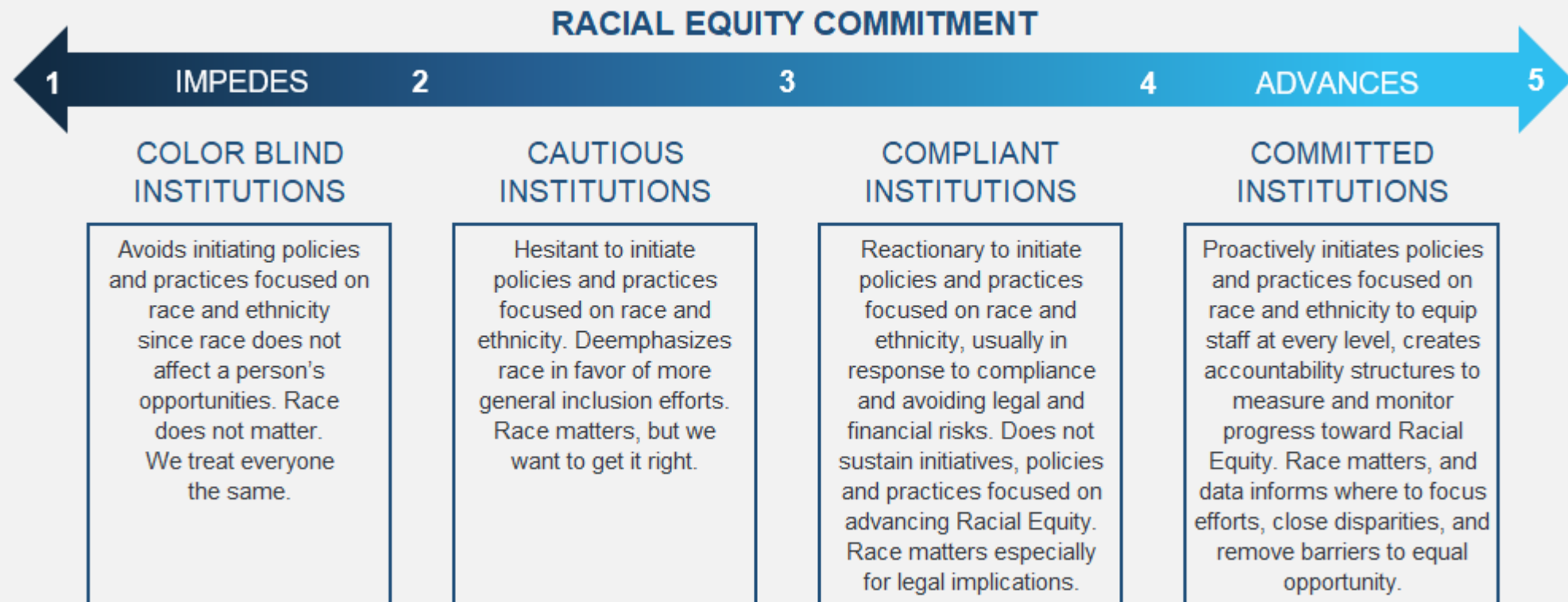
On behalf of the Town of Brookline, Racial Equity Group (REG) conducted the town’s inaugural Racial Equity Audit Assessment in March 2021 to assist the Town in it’s journey toward being a leader in advancing municipal Racial Equity. Observable and measurable comprehensive diversity, equity, and inclusion goals are necessary to enable Town Departments to adapt and improve internal culture and operations, external program and service delivery, public engagement, and build capacity of staff to use an equity mindset, as it continues to create a culture of inclusion and equity. Building an equity culture requires not only that the Town government ensures compliance with applicable civil rights laws, but that it develops staff capacities necessary to create and - most importantly- sustain a truly equitable and inclusive culture. The following audit assessment is the foundational first step to achieving the Town’s Racial Equity goals.

Racial Equity for the Town of Brookline is defined as *“relatively equal advantages and disadvantages between racial groups, and people belonging to racial categories have equal opportunity to be employed with the Town, access to Town services, receives fair treatment and quality in Town services.”*

The audit assessment measured the most important competencies and actions for producing and sustaining Racial Equity within Town government— actions highly correlated to equitable outcomes including: making Racial Equity a Town priority, strong leadership commitment, development of community partnerships, effective data collection, healthy work environment, staff and leadership capacity to evaluate policies and practices to advance Racial Equity.

Racial Equity Continuum Overview

In order to provide a valid measurable benchmark of Racial Equity, REG (Racial Equity Group) has integrated evidenced-based best practices inside public and private sector organizations, leveraging decades of consulting experience to discover 6 observable and measurable competencies that determine an organization's level of commitment to advance Racial Equity. **The 6 competencies include; institutional, leadership, capacity building, data and disparities, belonging and inclusion, knowledge and competence.** The cumulative results of the 6 core competencies are used to measure the Town's level of commitment (including each department) to Racial Equity relative to best practices, and ultimately identifying the Town's position on the following Racial Equity Continuum.



Racial Equity Core Competency Definitions

Institutional Commitment: Racial Equity is an organizational priority at an enterprise level with dedicated talent, resources, and accountability structures established to ensure effective execution and success.

Leadership Commitment: Manager, supervisors and leaders at the department/functional level have taken ownership of Racial Equity by establishing goals, setting expectations, leading by example and implementing policies and practices to advance Racial Equity.

Capacity Building: Measure of how well an organization establishes collaborative partnerships with external stakeholders who have a shared purpose to advance Racial Equity.

Data and Disparities: Measure of how well an organization measures (collects), monitors (tracks) and manages (evaluates) data disaggregated by race and ethnicity.

Belonging and Inclusion: Measure of employee's feelings of being valued, accepted and empowered within an organization.

Knowledge and Competence: Measure of employee's knowledge, skills and ability to advance Racial Equity.

Measurement

Competencies were assessed based on participants level of agreement using a scale of 1 to 5 where:

- 1 = Strongly Disagree
- 2 = Somewhat Disagree
- 3 = Neither Disagree nor Agree
- 4 = Somewhat Agree
- 5 = Strongly Agree



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Executive Summary

Between March 23rd and April 9th 2021, the Town of Brookline invited **1309 employees** to participate in the Racial Equity Audit Assessment.

- **Participation rate: 89%** (n = 1163) employees who reacted to the e-mail invitation
- **Response Rate: 65%** (n= 757) employees who started the assessment
 - 75.3% (n = 570) Valid Responses
 - 24.7% (n = 187) Invalid Response – Dropped off before 50% complete (173); too slow, > 136 mins (10); too fast, < 2 minutes (4)



Female	52.5 %
Male	32.3 %
Non-binary /non-confirming / transgender /other	1.9 %
Unknown / PNS	13.3 %



Lesbian	2.8 %
Gay	1.8 %
Bisexual	3.5 %
Queer or questioning	1.6 %
Straight (heterosexual)	72.4 %
Other /Unknown /PNS	17.9 %



Asian or Asian American	7.0 %
Black or African American	7.2 %
Hispanic or Latinx (non-white)	5.4 %
White, Caucasian	66.6 %
Two or more races	4.9 %
Other	1.2 %
Unknown	7.7 %



18 - 24 years old	3.3 %
25 - 34 years old	18.6 %
35 - 44 years old	23.3 %
45 - 54 years old	18.7 %
55 - 64 years old	16.7 %
65 - 74 years old	6.0 %
75+ years old	0.9 %
Unknown / PNS	12.5 %

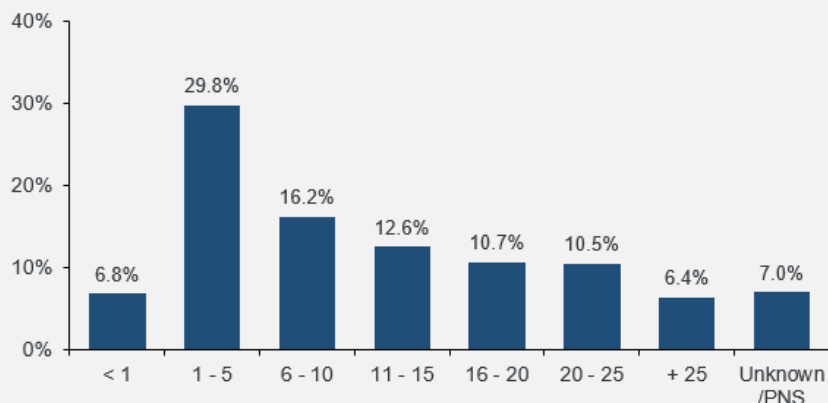
Note: Demographic characteristic percentages calculated as the number in the group divided by the valid responses (N = 570); For example, 52.5% of the valid response sample was Female. PNS = Prefer Not to Say

Town of Brookline Employee Characteristics

Job Description

Official	3.0 %
Professional	60.2 %
Technician	1.4 %
Protective services	5.8 %
Administrative support staff	14.2 %
Skilled craft	2.3 %
Service worker	6.3 %
Other	1.4 %
Unknown / PNS	5.4 %

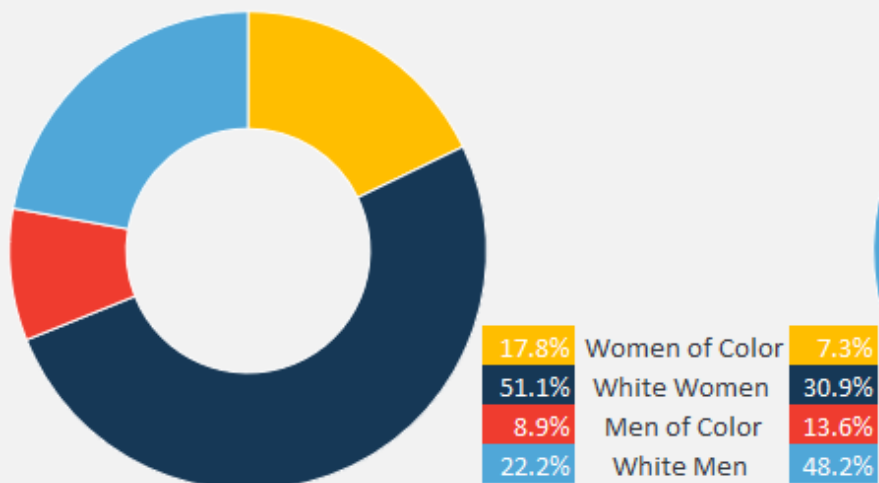
Years Worked for the Town of Brookline



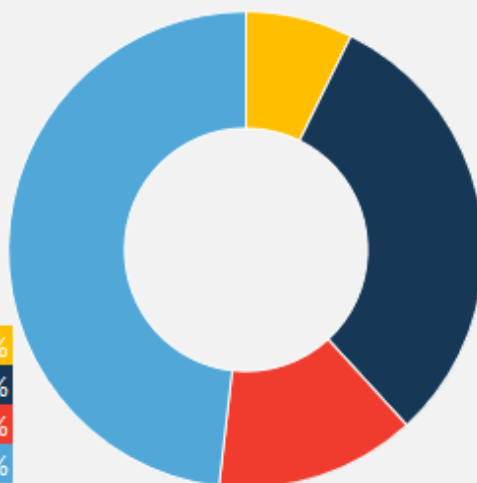
Department Response Rate Based on Total Survey Responses

Building Department	3.3 %
Council on Aging	1.6 %
Diversity and Inclusion Office	0.9 %
Finance Department	1.1 %
Fire Department	6.1 %
Health Department	1.4 %
Human Resources Office	1.4 %
Library	10.4 %
Parks and Open Space	1.9 %
Planning and Community Development	1.6 %
Police Department	4.9 %
Public Works	4.2 %
Recreation Department	4.7 %
Schools	40.9 %
Town Administration	1.6 %
Town Clerks Office	1.2 %
Treasurer/Collector	1.2 %
Other	4.4 %
Unknown / PNS	7.2 %

Manager by Race & Gender



Staff by Race & Gender



Current Manager

No	72.1 %
Yes	22.6 %
Unknown	5.3 %

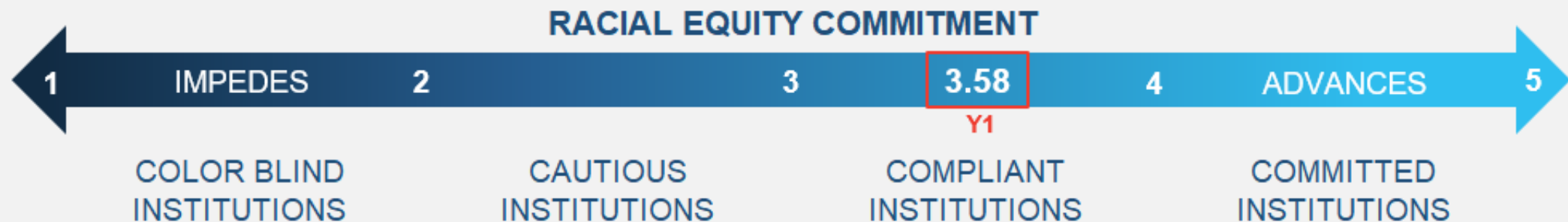


Note: Employee characteristics percentages calculated as the number in the group divided by the valid responses (N = 570); For example, 72.1% of the valid response sample were not managers. PNS = Prefer Not to Say

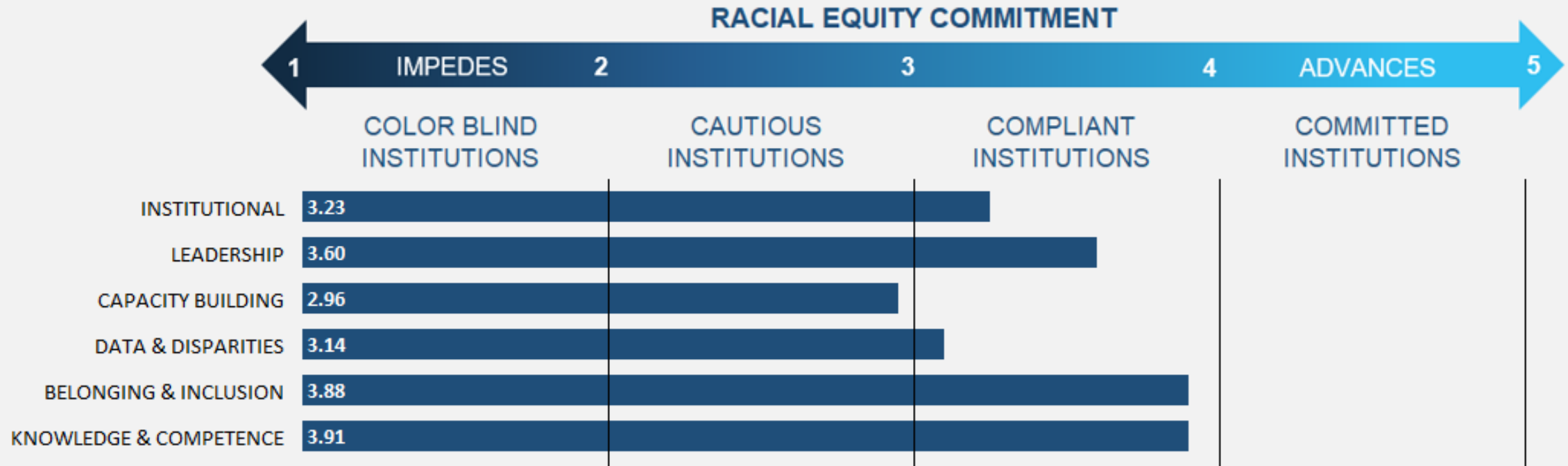
What is our Level of Racial Equity Commitment?

OVERALL COMMITMENT

Town of Brookline employees responded to 32 statements measuring the institution's strength of commitment for making Racial Equity standard operating procedure, as well as additional requested items on diversity, equity and inclusion conversations with personal, social, and professional networks, which were not included in the continuum scoring and used for informative insights only. The results of the aggregate responses identified the Town of Brookline on the below Racial Equity continuum as **compliant** (see appendix **Racial Equity continuum definitions**).



What are the Aggregate Results on Racial Equity Commitment?



Highest Priority

- Capacity Building Commitment
- Data & Disparities Commitment
- Institutional Commitment

Moderate Priority

- Leadership Commitment

Lowest Priority

- Belonging & Inclusion Commitment
- Knowledge & Competence Commitment

How Strong is Racial Equity Commitment in each Competency?

INSTITUTIONAL COMMITMENT	LEADERSHIP COMMITMENT	CAPACITY BUILDING COMMITMENT	DATA & DISPARITIES COMMITMENT	BELONGING & INCLUSION COMMITMENT	KNOWLEDGE & COMPETENCE COMMITMENT
3.81 Town government has a written public declaration clearly stating our commitment to Racial Equity.	3.72 Department leadership encourages staff to participate in Racial Equity training.	2.59 My department often meets with communities of color to discuss the impact of services, decisions and programs.	2.98 My department routinely analyzes data on race/ethnicity to measure equitable hiring and employment, contracting and procurement.	4.11 I feel comfortable expressing my natural/cultural identity at work.	3.77 I have a clear understanding of what it means to advance Racial Equity in Town government.
3.10 Training or development opportunities intended to build skills for implementing Racial Equity are made available to all levels of staff.	3.48 Regardless of race, all employees have equal opportunity to advance, including receiving good job assignments, promotions, and salary increases.	2.86 Racially diverse stakeholders are actively solicited to provide input during department planning and decision-making on services and program delivery.	3.34 My department ensures all residents are served equitably by measuring access, treatment, quality and outcomes by race/ethnicity.	3.79 I do not need to conform to the dominant culture or downplay or hide how I am different in order to be treated like I belong.	3.69 I can identify examples of micro-aggressions/biases during workplace interactions with people who are racially and culturally different from me.
3.26 A functioning Racial Equity Taskforce/Committee or Chief Diversity Officer exists inside my institution.	3.04 Department leaders are held accountable for improving Racial Equity.	2.92 My department actively seeks representatives from communities of color to serve on Town boards, committees and commissions.	2.64 My department routinely uses race/ethnicity data to monitor equitable practices for performance reviews and promotions.	3.77 I am able to influence decisions that affect my work, projects and program service areas.	4.16 I understand what racial inequity looks like in daily operations, service delivery, policies, practices, procedures and programs.
2.77 Performance reviews for managers and senior leadership include clear Racial Equity expectations and goals.	3.17 Department practices exist to ensure decision-making on policies, services, budgets and programs is done with Racial Equity in mind.	3.19 My department partners with other public institutions and/or community organizations to advance Racial Equity.	2.75 During budget and resource allocation planning, my department routinely analyzes race/ethnicity data to ensure Racial Equity.	3.56 I am often invited to voice my opinion in meetings where important decisions are made.	3.74 I understand how my role, tasks and projects are aligned to Racial Equity goals.
2.59 All departments have established Racial Equity indicators of performance/progress.	3.63 Department managers and leaders demonstrate a commitment to advancing Racial Equity.		3.02 My department evaluates data by race/ethnicity to ensure equitable service delivery and operations to stakeholders.	3.60 Mentoring and coaching are available to me.	3.85 I feel comfortable talking about race and equity within my workplace setting.
	4.12 My immediate supervisor is committed to advancing Racial Equity.			4.28 In my department I am treated like I belong.	4.66 I understand why it's important for my employer to focus on Racial Equity.

Low
Commitment

Moderate
Commitment

High
Commitment

Is there Race and Ethnicity Consensus in each Competency?

INSTITUTIONAL COMMITMENT	LEADERSHIP COMMITMENT	CAPACITY BUILDING COMMITMENT	DATA & DISPARITIES COMMITMENT	BELONGING & INCLUSION COMMITMENT	KNOWLEDGE & COMPETENCE COMMITMENT
0.59 Town government has a written public declaration clearly stating our commitment to Racial Equity.	0.52 Department leadership encourages staff to participate in Racial Equity training.	0.25 My department often meets with communities of color to discuss the impact of services, decisions and programs.	0.54 My department routinely analyzes data on race/ethnicity to measure equitable hiring and employment, contracting and procurement.	0.95 I feel comfortable expressing my natural/cultural identity at work.	0.14 I have a clear understanding of what it means to advance Racial Equity in Town government.
0.48 Training or development opportunities intended to build skills for implementing Racial Equity are made available to all levels of staff.	0.73 Regardless of race, all employees have equal opportunity to advance, including receiving good job assignments, promotions, and salary increases.	0.53 Racially diverse stakeholders are actively solicited to provide input during department planning and decision-making on services and program delivery.	0.59 My department ensures all residents are served equitably by measuring access, treatment, quality and outcomes by race/ethnicity.	0.93 I do not need to conform to the dominant culture or downplay or hide how I am different in order to be treated like I belong.	0.25 I can identify examples of micro-aggressions/biases during workplace interactions with people who are racially and culturally different from me.
0.53 A functioning Racial Equity Taskforce/Committee or Chief Diversity Officer exists inside my institution.	0.40 Department leaders are held accountable for improving Racial Equity.	0.58 My department actively seeks representatives from communities of color to serve on Town boards, committees and commissions.	0.42 My department routinely uses race/ethnicity data to monitor equitable practices for performance reviews and promotions.	0.68 I am able to influence decisions that affect my work, projects and program service areas.	0.04 I understand what racial inequity looks like in daily operations, service delivery, policies, practices, procedures and programs.
0.45 Performance reviews for managers and senior leadership include clear Racial Equity expectations and goals.	0.55 Department practices exist to ensure decision-making on policies, services, budgets and programs is done with Racial Equity in mind.	0.40 My department partners with other public institutions and/or community organizations to advance Racial Equity.	0.39 During budget and resource allocation planning, my department routinely analyzes race/ethnicity data to ensure Racial Equity.	0.66 I am often invited to voice my opinion in meetings where important decisions are made.	0.06 I understand how my role, tasks and projects are aligned to Racial Equity goals.
0.31 All departments have established Racial Equity indicators of performance/progress.	0.75 Department managers and leaders demonstrate a commitment to advancing Racial Equity.		0.46 My department evaluates data by race/ethnicity to ensure equitable service delivery and operations to stakeholders.	0.80 Mentoring and coaching are available to me.	0.68 I feel comfortable talking about race and equity within my workplace setting.
	0.49 My immediate supervisor is committed to advancing Racial Equity.			0.71 In my department I am treated like I belong.	0.16 I understand why it's important for my employer to focus on Racial Equity.

Race Scores Different
difference $\geq .500$, $p < .01$

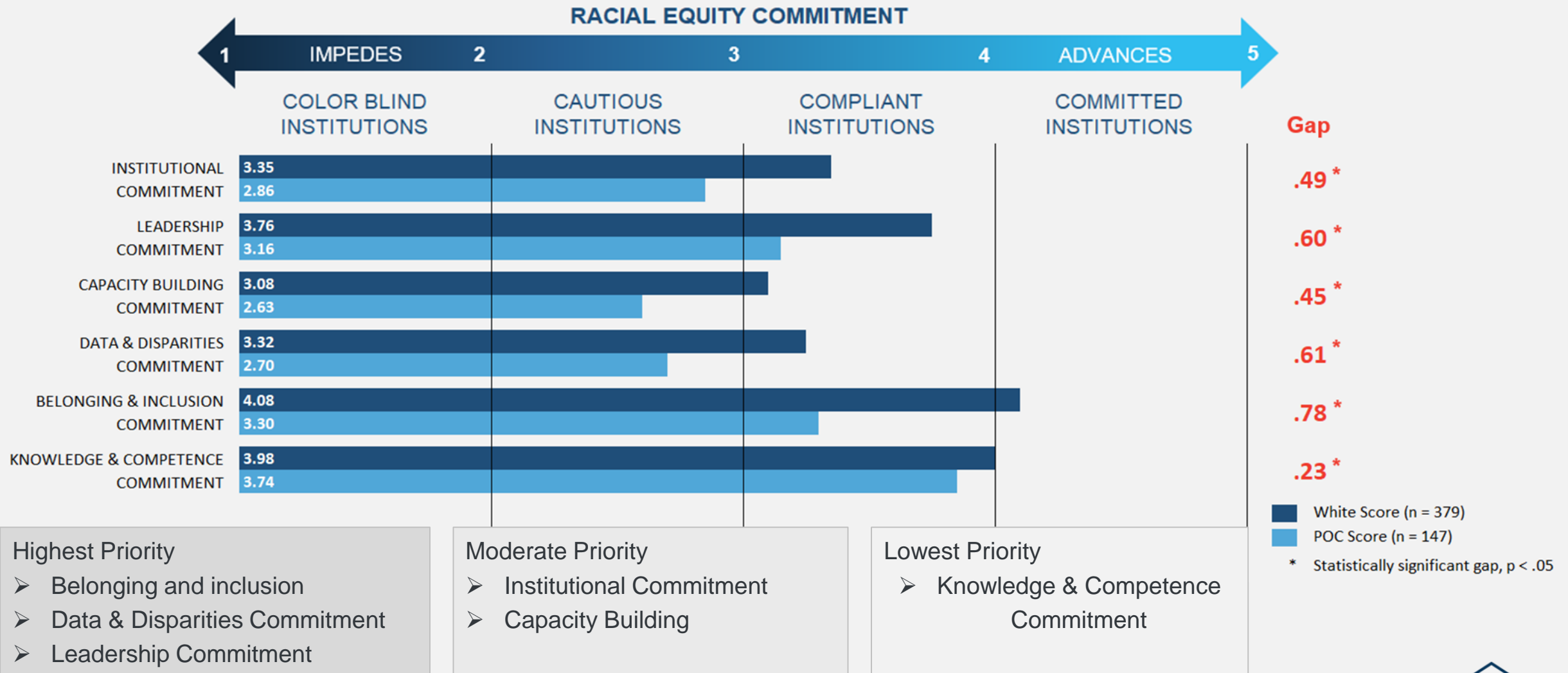
Race Scores Similar
difference $< .500$, $p < .01$

Low
Commitment

Moderate
Commitment

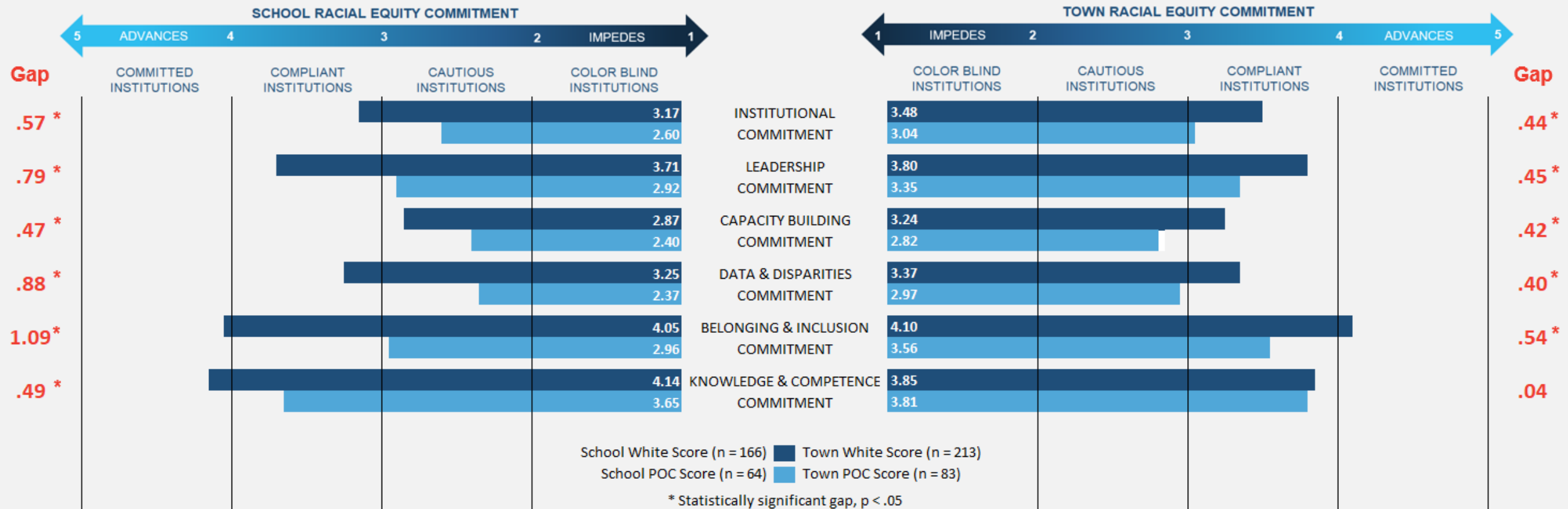
High
Commitment

White and People of Color (POC) Consensus on Racial Equity Commitment



School and Town: White and People of Color (POC) Consensus

- For Institutional and Capacity Building, the gap between whites and POC were similar for School and Town, but school scores were lower than town scores for both white and POC.
- For Leadership, Data & Disparities, and Belonging & Inclusion, the gap between white and POC were larger for School than Town, but school and town scores were similar for whites, but school scores were lower than town scores for POC.
- For Knowledge & Competence, there was no significant gap between white and POC for Town. However for school, whites had higher scores than POC. White school REC scores were greater than white town REC scores, while POC school scores were not statistically difference than town POC scores.



Town: Is there Race and Ethnicity Consensus in each Competency?

INSTITUTIONAL COMMITMENT	LEADERSHIP COMMITMENT	CAPACITY BUILDING COMMITMENT	DATA & DISPARITIES COMMITMENT	BELONGING & INCLUSION COMMITMENT	KNOWLEDGE & COMPETENCE COMMITMENT
0.46 Town government has a written public declaration clearly stating our commitment to Racial Equity.	0.30 Department leadership encourages staff to participate in Racial Equity training.	0.19 My department often meets with communities of color to discuss the impact of services, decisions and programs.	0.28 My department routinely analyzes data on race/ethnicity to measure equitable hiring and employment, contracting and procurement.	0.65 I feel comfortable expressing my natural/cultural identity at work.	0.02 I have a clear understanding of what it means to advance Racial Equity in Town government.
0.35 Training or development opportunities intended to build skills for implementing Racial Equity are made available to all levels of staff.	0.77 Regardless of race, all employees have equal opportunity to advance, including receiving good job assignments, promotions, and salary increases.	0.48 Racially diverse stakeholders are actively solicited to provide input during department planning and decision-making on services and program delivery.	0.31 My department ensures all residents are served equitably by measuring access, treatment, quality and outcomes by race/ethnicity.	0.68 I do not need to conform to the dominant culture or downplay or hide how I am different in order to be treated like I belong.	0.17 I can identify examples of micro-aggressions/biases during workplace interactions with people who are racially and culturally different from me.
0.41 A functioning Racial Equity Taskforce/Committee or Chief Diversity Officer exists inside my institution.	0.25 Department leaders are held accountable for improving Racial Equity.	0.51 My department actively seeks representatives from communities of color to serve on Town boards, committees and commissions.	0.20 My department routinely uses race/ethnicity data to monitor equitable practices for performance reviews and promotions.	0.55 I am able to influence decisions that affect my work, projects and program service areas.	0.31 I understand what racial inequity looks like in daily operations, service delivery, policies, practices, procedures and programs.
0.37 Performance reviews for managers and senior leadership include clear Racial Equity expectations and goals.	0.34 Department practices exist to ensure decision-making on policies, services, budgets and programs is done with Racial Equity in mind.	0.40 My department partners with other public institutions and/or community organizations to advance Racial Equity.	0.19 During budget and resource allocation planning, my department routinely analyzes race/ethnicity data to ensure Racial Equity.	0.37 I am often invited to voice my opinion in meetings where important decisions are made.	0.25 I understand how my role, tasks and projects are aligned to Racial Equity goals.
0.39 All departments have established Racial Equity indicators of performance/progress.	0.56 Department managers and leaders demonstrate a commitment to advancing Racial Equity.		0.03 My department evaluates data by race/ethnicity to ensure equitable service delivery and operations to stakeholders.	0.63 Mentoring and coaching are available to me.	0.45 I feel comfortable talking about race and equity within my workplace setting.
	0.26 My immediate supervisor is committed to advancing Racial Equity.			0.40 In my department I am treated like I belong.	0.07 I understand why it's important for my employer to focus on Racial Equity.

School: Is there Race and Ethnicity Consensus in each Competency?

INSTITUTIONAL COMMITMENT	LEADERSHIP COMMITMENT	CAPACITY BUILDING COMMITMENT	DATA & DISPARITIES COMMITMENT	BELONGING & INCLUSION COMMITMENT	KNOWLEDGE & COMPETENCE COMMITMENT
0.76 Town government has a written public declaration clearly stating our commitment to Racial Equity.	0.77 Department leadership encourages staff to participate in Racial Equity training.	0.31 My department often meets with communities of color to discuss the impact of services, decisions and programs.	0.84 My department routinely analyzes data on race/ethnicity to measure equitable hiring and employment, contracting and procurement.	1.34 I feel comfortable expressing my natural/cultural identity at work.	0.29 I have a clear understanding of what it means to advance Racial Equity in Town government.
0.63 Training or development opportunities intended to build skills for implementing Racial Equity are made available to all levels of staff.	0.72 Regardless of race, all employees have equal opportunity to advance, including receiving good job assignments, promotions, and salary increases.	0.59 Racially diverse stakeholders are actively solicited to provide input during department planning and decision-making on services and program delivery.	0.93 My department ensures all residents are served equitably by measuring access, treatment, quality and outcomes by race/ethnicity.	1.25 I do not need to conform to the dominant culture or downplay or hide how I am different in order to be treated like I belong.	0.34 I can identify examples of micro-aggressions/biases during workplace interactions with people who are racially and culturally different from me.
0.62 A functioning Racial Equity Taskforce/Committee or Chief Diversity Officer exists inside my institution.	0.60 Department leaders are held accountable for improving Racial Equity.	0.63 My department actively seeks representatives from communities of color to serve on Town boards, committees and commissions.	0.66 My department routinely uses race/ethnicity data to monitor equitable practices for performance reviews and promotions.	0.85 I am able to influence decisions that affect my work, projects and program service areas.	0.31 I understand what racial inequity looks like in daily operations, service delivery, policies, practices, procedures and programs.
0.58 Performance reviews for managers and senior leadership include clear Racial Equity expectations and goals.	0.88 Department practices exist to ensure decision-making on policies, services, budgets and programs is done with Racial Equity in mind.	0.43 My department partners with other public institutions and/or community organizations to advance Racial Equity.	0.60 During budget and resource allocation planning, my department routinely analyzes race/ethnicity data to ensure Racial Equity.	1.00 I am often invited to voice my opinion in meetings where important decisions are made.	0.18 I understand how my role, tasks and projects are aligned to Racial Equity goals.
0.21 All departments have established Racial Equity indicators of performance/progress.	1.01 Department managers and leaders demonstrate a commitment to advancing Racial Equity.		0.97 My department evaluates data by race/ethnicity to ensure equitable service delivery and operations to stakeholders.	0.99 Mentoring and coaching are available to me.	0.96 I feel comfortable talking about race and equity within my workplace setting.
	0.77 My immediate supervisor is committed to advancing Racial Equity.			1.11 In my department I am treated like I belong.	0.46 I understand why it's important for my employer to focus on Racial Equity.

Race Scores Different
difference $\geq .500$, $p < .01$

Race Scores Similar
difference $< .500$, $p < .01$

Low
Commitment

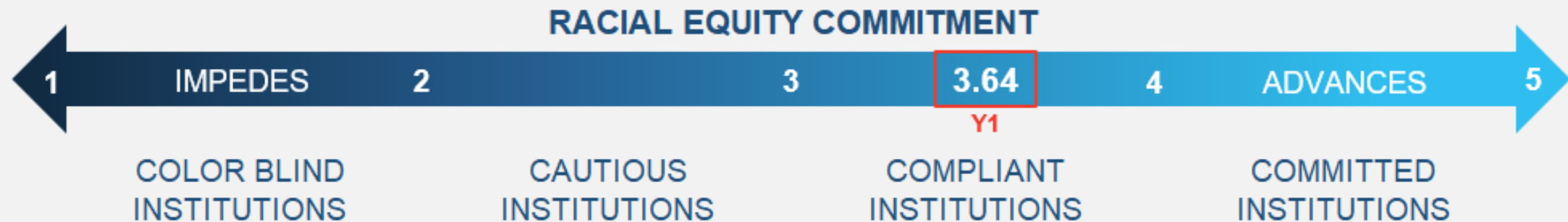
Moderate
Commitment

High
Commitment

TOWN: What is our Level of Racial Equity Commitment?

OVERALL COMMITMENT

Town of Brookline employees responded to 32 statements measuring the institution's strength of commitment for making Racial Equity standard operating procedure, as well as additional requested items on diversity, equity and inclusion conversations with personal, social, and professional networks, which were not included in the continuum scoring and used for informative insights only. The **aggregate Town only** results of the responses identified the Town of Brookline on the below Racial Equity continuum as **compliant** (see appendix for Racial Equity continuum definitions).



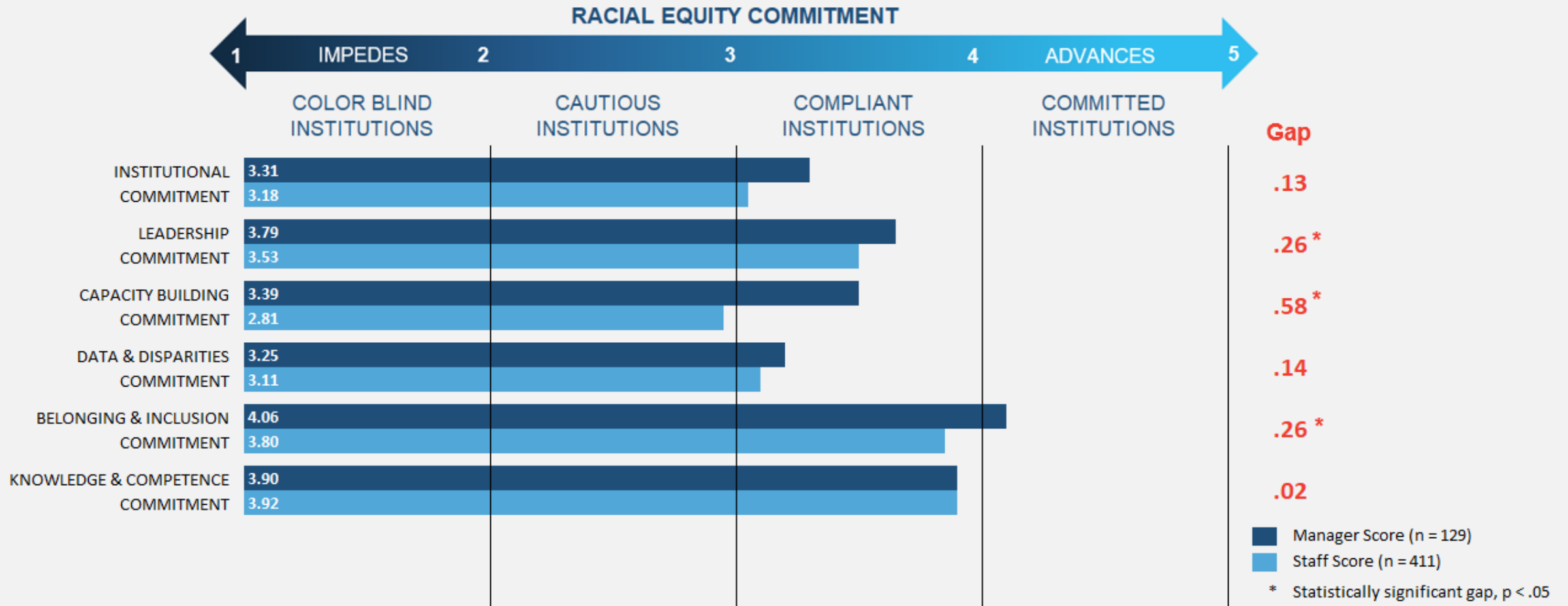
TOWN: What is our ACTUAL Level of Racial Equity Commitment?

OVERALL COMMITMENT

Aggregate levels of Racial Equity Commitment can be blind spots for organizations. In order to truly apply a Racial Equity Mindset requires disaggregating data to focus on the racial consensus gap between White employees and employees of color (POC), which revealed the Town's Racial Equity Commitment score is not 3.64, but 3.47. Becoming a committed institution for the Town will require closing the gap between White and POC scores from .37 (see appendix page 38) to at most, a difference of .20 between the two groups, as well as increasing the overall score to at least 3.75. The current results of the racial consensus still identifies the Town on the below Racial Equity continuum as **compliant** (see appendix Racial Equity continuum definitions).



Manager and Staff Consensus on Racial Equity Commitment



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Road to INSTITUTIONAL COMMITMENT



FC: Develop Internal Sustainability

-  Create a functioning Racial Equity Taskforce or Committee
-  Develop shared language/glossary of Racial Equity terminology, establish goals and objectives, communicate progress organization wide
-  Establish an effective executive position accountable for Racial Equity
-  Empower Diversity and Equity Officer with sufficient resources and authority to create transformational change
-  Empower SCAG to use data driven metrics and analysis to create policy and practice recommendations for Select Board to advance Racial Equity for the Town


FC: Reinforce Management Accountability

-  Align manager and leadership performance to compensation and Racial Equity goals



FC: Prioritize Awareness of Racial Equity


-  Create a formal declaration stating Racial Equity is an organizational priority
-  Communicate why Racial Equity is a priority and what success looks like


FC: Build Capacity and Culture of Racial Equity


-  Provide voluntary training on Racial Equity appropriate for all levels

FC: Develop Data Metrics for Monitoring Racial Equity

-  Develop scorecards and key performance metrics of progress on desired Racial Equity goals
-  Develop and display a dashboard of indicators for internal and external stakeholders



 Functional Competency (FC) Developed

 Functional Competency (FC) Started


 Functional Competency (FC) Not Currently in Practice

Road to LEADERSHIP COMMITMENT


FC: Department Mission and Purpose Alignment

-  Align Racial Equity, diversity and inclusion to each department's purpose and mission
-  Leadership ensures Racial Equity training is available, staff is aware of training opportunities, and supports staff with resources and capacity to attend training


FC: Leadership Expectations

-  Establish clear expectations for managers and supervisors to operationalize Racial Equity


FC: Empower Management to own Racial Equity


-  Engage managers and supervisors in setting Racial Equity goals and evaluating policies and practices


FC: Managing Selection Bias


-  Establish practices to evaluate decision-making in selections for job assignments, promotions, training, compensation

FC: Routine Racial Equity Reporting

-  Establish routine reporting of all Racial Equity activities and progress by managers and supervisors

 Functional Competency (FC) Developed

 Functional Competency (FC) Started

 Functional Competency (FC) Not Currently in Practice

Road to CAPACITY BUILDING COMMITMENT

FC: Stakeholder Strategy

- Develop a stakeholder engagement plan by department that guides decisions, actions and ensures internal and external stakeholders are aware of activities and progress.

FC: Stakeholder Awareness

- Identify key external community stakeholders
- Adopt a set of values and principles to guide stakeholder engagement

FC: Stakeholder Alignment


- Effectively engage stakeholders by communicating shared purpose.


FC: Stakeholder Involvement


- Enlist underserved and underrepresented stakeholders for committees, boards and taskforces

FC: Stakeholder Empowerment

- Solicit feedback from stakeholders prior to organizational planning decisions that impact stakeholders

 Functional Competency (FC) Developed

 Functional Competency (FC) Started

 Functional Competency (FC) Not Currently in Practice

Road to DATA AND DISPARITIES COMMITMENT

FC: Data Awareness and Analysis

- Use data to identify racial disparities in employment, service delivery, and procurement.

FC: Data Collection Strategy

- Develop a process for collecting data disaggregated by race/ethnicity across the organization.

FC: Data Benchmarking

- Establish baseline measures of data disaggregated by race/ethnicity in employment, service delivery, and procurement.

FC: Data Driven Decisions

- Use disaggregated data by race/ethnicity to inform decisions and evaluating policies and practices.

FC: Data Transparency

- Share disaggregated data results for stakeholder access, treatment, quality and outcomes internally and externally to display transparency and accountability.



Functional Competency (FC) Developed



Functional Competency (FC) Started



Functional Competency (FC) Not Currently in Practice

Road to BELONGING AND INCLUSION COMMITMENT



Road to KNOWLEDGE AND COMPETENCE COMMITMENT



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Insights, Ideas and Overall Observations

Recommendations and Next Steps

We understand the Town of Brookline is just beginning this journey toward advancing Racial Equity and we expected the practices necessary for high commitment to be in progress or not currently present and effective. The data from this audit assessment has provided the Town with the necessary initial benchmarks and baselines essential to accelerating Racial Equity competency development. The purpose of the roadmaps are to clearly communicate Racial Equity as journey filled with twists and turns that will challenge the Town on the road of progress. The goal is not to simply accelerate the development of the functional competencies, check the boxes, and simply declare compliance victory with the audit results. The Town cannot and should not attempt to be a butterfly before becoming a caterpillar, and instead focus on proper and complete development by empowering senior level leaders and department heads with tools of ownership and the expectation of accountability. ***The Town's strongest indicator of commitment is knowledge and competence***, which clearly shows Town employees understand why Racial Equity in Town government is important and what racial inequity looks like in service delivery, programs and policies. The Town still needs to focus and prioritize development in the remaining five functional competencies, which all displayed statistically significant gaps in race consensus.

Lead with Data

As the data have revealed, if not disaggregated by race and ethnicity, the Town would have been led to believe the work environment, belonging and inclusion, and leadership commitment, were strong and no longer priorities. However, disaggregated data revealed the opposite. Creating an inclusive environment for all groups is imperative. If the Town desires to be a leader in Racial Equity, establishing accountability structures for managers and leaders; including tying Racial Equity to performance reviews and creating key indicators that measure, monitor and manage progress on functional competencies provided in each roadmap is critical. In conclusion, the next phase for the Town is training on applying the Equity Eye Analysis toolkit which equips Town department leaders to identify racial disparities and evaluate policies and practices to advance Racial Equity. The final phase of training will provide guidance for developing metrics and indicators to track results and build a foundation of management accountability. The Town must also allocate resources to ensure capacity for data collection to inform decisions regarding policies and practices, and to serve as vehicles driving along each roadmap toward equity goals.

Introduction	Executive Summary	Road to Commitment	Recommendations and Next Steps	Appendix
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Audit Assessment Report Roadmap

Introduction	Racial Equity Mindset Framework Overview
Executive Summary	Key Findings
Road to Commitment	Immediate Actions toward Racial Equity
Recommendations and Next Steps	Insights, Ideas and Overall Observations
Appendix	Detailed Data and Methodology

Racial Equity Continuum Definitions



Committed:

- ☐ Routinely monitors, evaluates, and disaggregates data by race/ethnicity in employment, service delivery and operations, contracting and procurement, and the overall work environment
- ☐ Proactively equips leadership and staff with training to make Racial Equity standard operating procedure
- ☐ Has integrated Racial Equity into organizational strategic priorities with specific action plans
- ☐ Publicly shares data on Racial Equity goals and progress with internal and external stakeholders
- ☐ Has established a Chief Diversity Officer or taskforce to monitor Racial Equity, diversity and inclusion
- ☐ Leadership performance is tied to Racial Equity goals and measured by key performance indicators
- ☐ Offers a variety of voluntary targeted Racial Equity training to all employees aligned to core values and job performance

Compliant:

- ☐ Does not monitor, evaluate, or disaggregate data by race/ethnicity in employment, service delivery and operations, contracting and procurement, and the overall work environment
- ☐ Conducts Racial Equity training and activities in response to discriminatory events, legal compliance or emerging risk
- ☐ Racial Equity, diversity and inclusion has limited organizational influence and is not a top priority
- ☐ Has established a Chief Diversity Officer or taskforce to monitor Racial Equity, diversity and inclusion
- ☐ Issues public statements or resolutions committing to Racial Equity, diversity and inclusion in principle

Cautious:

- ☐ Does not track, monitor, evaluate, or disaggregate data by race/ethnicity in employment, service delivery, contracting and procurement, and the overall work environment
- ☐ Desires Racial Equity in principle, but has not established formal plans to operationalize it in practice
- ☐ Has limited exposure and awareness of the importance of Racial Equity, diversity and inclusion
- ☐ Has not established accountability structures for advancing Racial Equity, diversity, and inclusion
- ☐ Has not declared Racial Equity an organizational priority with dedicated talent and resources
- ☐ Offers limited and broad/general training on diversity, equity, and inclusion

Color Blind:

- ☐ Does not track, monitor, evaluate, or disaggregate data by race/ethnicity in employment, service delivery, contracting and procurement, and the overall work environment
- ☐ Has not reviewed organizational policies and practices that may produce and sustain racial disparities
- ☐ Has not established accountability structures for advancing Racial Equity, diversity, and inclusion
- ☐ Has not declared Racial Equity an organizational priority with dedicated talent and resources
- ☐ Does not offer training to equip employees with knowledge and skills related to Racial Equity

Informative Insights on Race Relations

The Town of Brookline requested additional items on Racial Equity regarding personal, social, and professional networks. The questions asked to participants; **“My [social network, professional network, immediate family, extended family, friends] regularly mentions/has conversations regarding “race relations and racial equality”.**

TOWN OF BROOKLINE (ALL)	Benchmark (Org = 541)		White (n = 379)		Asian (n = 40)		Black (n = 41)		Hispanic (n = 31)		Two or More (n = 28)		Other (n = 7)		Unknown (n = 44)	
Network Racial Equity Communication																
Social Network	3.87	(1.20)	3.91	(1.14)	3.82	(1.29)	3.71 *	(1.41)	3.47 *	(1.22)	4.23 *	(1.07)	4.43 *	(0.79)	3.42 *	(1.50)
Professional Network	3.60	(1.27)	3.77	(1.21)	3.24 *	(1.30)	3.08 *	(1.19)	3.00 *	(1.31)	3.46 *	(1.53)	3.29 *	(1.50)	3.21 *	(1.44)
Immediate Family	3.92	(1.23)	3.82	(1.24)	3.79	(1.38)	4.27 *	(1.21)	4.20 *	(1.03)	4.54 *	(0.84)	4.14 *	(0.90)	3.81	(1.29)
Extended Family	3.44	(1.26)	3.28	(1.28)	3.50 *	(1.35)	4.30 *	(1.04)	3.74 *	(1.09)	3.81 *	(0.92)	3.83 *	(0.41)	3.48 *	(1.25)
Friends	3.96	(1.14)	3.93	(1.13)	3.72 *	(1.30)	4.10	(1.19)	3.84	(1.24)	4.36 *	(0.83)	4.43 *	(0.79)	4.00	(1.18)

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus Race/Ethnicity; Asian = Asian & Pacific Islander

Racial Equity Commitment (REC) Assessment Scoring & Weighting

Within the 6 core competencies there are 32 functional competency scores averaged to create an overall score for each competency. A Jenks analysis conducted to determine low, moderate, high commitment scores. A score is created for each of the 6 core competencies for each respondent as the average of the functional competencies within each core competency. Aggregated report scores are the average of the core competency scores or functional competency scores for all valid respondents (or sub-group, such as white/POC or manager/supervisor).



Functional Competency Developed: requires a racial consensus score ranging from 3.75 to 5.00 equating to **high commitment** (if both whites and POC scored similarly and there is < .500 difference between the groups, the functional competency is considered developed, which occurs when a competency is present and effective).



Functional Competency Started: requires a racial consensus score ranging from 3.00 to 3.74 equating to **moderate commitment** (if both whites and POC scored similarly and there is < .500 difference between the groups, the functional competency is considered in development, which occurs when a competency is slightly present and somewhat effective).



Functional Competency Not in Practice: requires a racial consensus score ranging from 1.00 – 3.00 equating to **low commitment** (if both whites and POC scored similarly and there is < .500 difference between the groups, the functional competency is considered undeveloped, which occurs when a competency may be present, but not effective, or is not present and not effective).

- To become a committed organization requires a racial consensus continuum score of 3.75 and consensus at or < .20. Simply focusing on accumulating green checks will not make an organization committed. The **focus** must also be **on the quality of competency development** to improve overall core competency scores.
- To become a **leader in advancing Racial Equity** requires a continuum score >4.5 and racial consensus at or < .20.

White and People of Color (POC) Consensus

TOWN OF BROOKLINE (ALL)	Benchmark (Org = 570)		White (n = 379)		POC (n = 147)		Unknown (n = 44)		Gap
OVERALL RACIAL EQUITY COMMITMENT	3.58	(0.86)	3.72	(0.78)	3.19	(0.97)	3.61	(0.86)	0.54 *
INSTITUTIONAL	3.23	(1.18)	3.35	(1.18)	2.86	(1.16)	3.46	(1.08)	0.49 *
LEADERSHIP	3.60	(1.12)	3.76	(1.04)	3.16	(1.21)	3.70	(1.11)	0.60 *
CAPACITY BUILDING	2.96	(1.25)	3.08	(1.23)	2.63	(1.28)	3.19	(1.11)	0.45 *
DATA & DISPARITIES	3.14	(1.29)	3.32	(1.27)	2.70	(1.31)	3.11	(1.10)	0.61 *
BELONGING & INCLUSION	3.86	(1.05)	4.08	(0.90)	3.30	(1.19)	3.88	(1.02)	0.78 *
KNOWLEDGE & COMPETENCE	3.91	(0.74)	3.98	(0.68)	3.74	(0.86)	3.95	(0.58)	0.23 *

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC

White and People of Color (POC) Consensus

TOWN OF BROOKLINE (ALL)	Benchmark (Org = 570)		White (n = 379)		POC (n = 147)		Unknown (n = 44)		Gap
INSTITUTIONAL COMMITMENT									
Town government has a written public declaration clearly stating our commitment to Racial Equity.	3.81	(1.27)	3.97	(1.20)	3.38	(1.35)	4.09	(1.22)	0.59 *
Training and development opportunities to build skills for implementing Racial Equity are made available to all levels of staff.	3.10	(1.42)	3.21	(1.39)	2.73	(1.44)	3.33	(1.42)	0.48 *
A functioning Racial Equity Taskforce/Committee or Chief Diversity Officer exist inside my institution.	3.26	(1.50)	3.43	(1.48)	2.90	(1.51)	3.29	(1.43)	0.53 *
Performance reviews for managers and senior leadership include clear Racial Equity expectations and goals.	2.77	(1.36)	2.88	(1.37)	2.43	(1.29)	3.16	(1.27)	0.45 *
All departments have established Racial Equity indicators of performance and progress.	2.59	(1.39)	2.67	(1.44)	2.36	(1.29)	2.88	(1.28)	0.31 *
LEADERSHIP COMMITMENT									
Department leadership encourages staff to participate in Racial Equity training.	3.72	(1.32)	3.88	(1.27)	3.36	(1.32)	3.60	(1.46)	0.52 *
Regardless of race, all employees have equal opportunity to advance, including receiving good job assignments, promotions, and salary increases.	3.48	(1.43)	3.66	(1.36)	2.93	(1.47)	3.78	(1.41)	0.73 *
Department leaders are held accountable for improving Racial Equity and diversity.	3.04	(1.47)	3.16	(1.46)	2.76	(1.47)	3.11	(1.47)	0.40 *
Department practices exist to ensure decision-making on policies, services, budgets and programs is done with Racial Equity in mind.	3.17	(1.39)	3.31	(1.34)	2.76	(1.46)	3.52	(1.26)	0.55 *
Department managers and leaders demonstrate a commitment to advancing Racial Equity.	3.63	(1.30)	3.84	(1.16)	3.09	(1.49)	3.58	(1.27)	0.75 *
My immediate supervisor is committed to advancing Racial Equity.	4.12	(1.23)	4.28	(1.09)	3.79	(1.43)	3.85	(1.35)	0.49 *

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC

White and People of Color (POC) Consensus

TOWN OF BROOKLINE (ALL)	Benchmark (Org = 570)		White (n = 379)		POC (n = 147)		Unknown (n = 44)		Gap
CAPACITY BUILDING COMMITMENT									
My department often meets with communities of color to discuss the impact of services, decisions and programs.	2.59	(1.39)	2.64	(1.37)	2.39	(1.42)	2.94	(1.41)	0.25 *
Racially diverse stakeholders are actively solicited to provide input during department planning and decision-making on services and program delivery.	2.86	(1.35)	3.02	(1.33)	2.49	(1.37)	2.93	(1.26)	0.53 *
My department actively seeks representatives from communities of color to serve on Town boards, committees and commissions.	2.92	(1.41)	3.08	(1.38)	2.50	(1.46)	3.23	(1.25)	0.58 *
My department partners with other public institutions and/or community organizations to advance Racial Equity.	3.19	(1.44)	3.31	(1.41)	2.91	(1.50)	3.23	(1.33)	0.40 *
DATA & DISPARITIES COMMITMENT									
My department routinely analyzes data on race/ethnicity to measure equitable hiring and employment, contracting and procurement.	2.98	(1.44)	3.13	(1.43)	2.59	(1.43)	3.14	(1.33)	0.54 *
My department ensures all residents are served equitably by measuring access, treatment, quality and outcomes by race/ethnicity.	3.34	(1.44)	3.51	(1.37)	2.92	(1.58)	3.32	(1.22)	0.59 *
My department routinely uses race/ethnicity data to monitor equitable practices for performance reviews and promotions.	2.64	(1.40)	2.76	(1.41)	2.34	(1.34)	2.92	(1.41)	0.42 *
During budget and resource allocation planning, my department routinely analyzes race/ethnicity data to ensure Racial Equity.	2.75	(1.36)	2.87	(1.32)	2.48	(1.44)	2.96	(1.15)	0.39 *
My department evaluates data by race/ethnicity to ensure equitable service delivery and operations to stakeholders.	3.02	(1.39)	3.18	(1.38)	2.72	(1.45)	2.75	(1.01)	0.46 *

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC

White and People of Color (POC) Consensus

TOWN OF BROOKLINE (ALL)	Benchmark (Org = 570)		White (n = 379)		POC (n = 147)		Unknown (n = 44)		Gap
BELONGING & INCLUSION COMMITMENT									
I feel comfortable expressing my natural/cultural identity at work.	4.11	(1.24)	4.39	(1.04)	3.44	(1.47)	3.91	(1.19)	0.95 *
I do not need to conform to the dominant culture and downplay or hide how I am different in order to be treated like I belong.	3.79	(1.37)	4.03	(1.19)	3.10	(1.56)	4.09	(1.26)	0.93 *
I am able to influence decisions that affect my work, projects and program service areas.	3.77	(1.31)	3.96	(1.18)	3.28	(1.44)	3.65	(1.48)	0.68 *
I am often invited to voice my opinion in meetings where important decisions are made.	3.56	(1.41)	3.74	(1.34)	3.08	(1.50)	3.70	(1.21)	0.66 *
Mentoring and coaching are available to me.	3.60	(1.43)	3.82	(1.34)	3.02	(1.50)	3.65	(1.50)	0.80 *
In my department I am treated like I belong.	4.28	(1.17)	4.48	(0.98)	3.77	(1.42)	4.21	(1.25)	0.71 *
KNOWLEDGE & COMPETENCE COMMITMENT									
I have a clear understanding of what it means to advance Racial Equity in Town government.	3.77	(1.19)	3.79	(1.14)	3.65	(1.33)	4.12	(0.88)	0.14
I understand how my role, tasks and projects are aligned to Racial Equity, the Town mission, priorities and goals.	3.69	(1.24)	3.76	(1.18)	3.51	(1.36)	3.83	(1.24)	0.25 *
I understand what racial inequity looks like in daily operations, service delivery, policies, practices, procedures and programs.	4.16	(0.96)	4.15	(0.92)	4.19	(1.08)	4.17	(0.92)	0.04
I can identify examples of micro-aggressions, and biases during workplace interactions with people who are racially and culturally different from me.	3.74	(1.30)	3.74	(1.26)	3.80	(1.36)	3.39	(1.50)	0.06
I feel comfortable talking about race and equity within my workplace setting.	3.85	(1.23)	4.05	(1.07)	3.37	(1.45)	3.69	(1.35)	0.68 *
I understand why it's important for my employer to focus on Racial	4.66	(0.82)	4.71	(0.76)	4.55	(0.97)	4.68	(0.69)	0.16

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC

TOWN: White and People of Color (POC) Consensus

TOWN OF BROOKLINE (TOWN)	Benchmark (Town = 337)		White (n = 213)		POC (n = 83)		Unknown (n = 41)		Gap
OVERALL RACIAL EQUITY COMMITMENT	3.64	(0.86)	3.74	(0.81)	3.37	(0.97)	3.62	(0.81)	0.37 *
INSTITUTIONAL	3.37	(1.18)	3.48	(1.19)	3.04	(1.19)	3.52	(1.03)	0.44 *
LEADERSHIP	3.68	(1.15)	3.80	(1.10)	3.35	(1.25)	3.74	(1.05)	0.45 *
CAPACITY BUILDING	3.13	(1.25)	3.24	(1.23)	2.82	(1.34)	3.20	(1.03)	0.42 *
DATA & DISPARITIES	3.25	(1.30)	3.37	(1.32)	2.97	(1.31)	3.18	(1.07)	0.40 *
BELONGING & INCLUSION	3.95	(1.04)	4.10	(0.95)	3.56	(1.19)	3.91	(0.97)	0.54 *
KNOWLEDGE & COMPETENCE	3.85	(0.74)	3.85	(0.74)	3.81	(0.80)	3.96	(0.56)	0.04

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC

TOWN: White and People of Color (POC) Consensus

TOWN OF BROOKLINE (TOWN)	Benchmark (Town = 337)		White (n = 213)		POC (n = 83)		Unknown (n = 41)		Gap
INSTITUTIONAL COMMITMENT									
Town government has a written public declaration clearly stating our commitment to Racial Equity.	3.89	(1.26)	3.99	(1.20)	3.53	(1.38)	4.16	(1.11)	0.46 *
Training and development opportunities to build skills for implementing Racial Equity are made available to all levels of staff.	3.13	(1.44)	3.19	(1.42)	2.84	(1.49)	3.39	(1.39)	0.35 *
A functioning Racial Equity Taskforce/Committee or Chief Diversity Officer exist inside my institution.	3.56	(1.41)	3.73	(1.39)	3.32	(1.41)	3.29	(1.43)	0.41 *
Performance reviews for managers and senior leadership include clear Racial Equity expectations and goals.	2.90	(1.35)	2.96	(1.36)	2.59	(1.33)	3.27	(1.23)	0.37 *
All departments have established Racial Equity indicators of performance and progress.	2.78	(1.45)	2.88	(1.50)	2.49	(1.40)	2.96	(1.24)	0.39 *
LEADERSHIP COMMITMENT									
Department leadership encourages staff to participate in Racial Equity training.	3.61	(1.38)	3.69	(1.37)	3.39	(1.38)	3.68	(1.42)	0.30 *
Regardless of race, all employees have equal opportunity to advance, including receiving good job assignments, promotions, and salary increases.	3.76	(1.38)	3.98	(1.29)	3.21	(1.48)	3.79	(1.36)	0.77 *
Department leaders are held accountable for improving Racial Equity and diversity.	3.20	(1.46)	3.28	(1.43)	3.03	(1.53)	3.20	(1.45)	0.25 *
Department practices exist to ensure decision-making on policies, services, budgets and programs is done with Racial Equity in mind.	3.35	(1.36)	3.43	(1.35)	3.09	(1.42)	3.60	(1.19)	0.34 *
Department managers and leaders demonstrate a commitment to advancing Racial Equity.	3.67	(1.30)	3.84	(1.19)	3.28	(1.52)	3.61	(1.20)	0.56 *
My immediate supervisor is committed to advancing Racial Equity.	4.09	(1.24)	4.19	(1.17)	3.93	(1.39)	3.87	(1.30)	0.26 *

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC

TOWN: White and People of Color (POC) Consensus

TOWN OF BROOKLINE (TOWN)	Benchmark (Town = 337)		White (n = 213)		POC (n = 83)		Unknown (n = 41)		Gap
CAPACITY BUILDING COMMITMENT									
My department often meets with communities of color to discuss the impact of services, decisions and programs.	2.69	(1.42)	2.71	(1.39)	2.52	(1.48)	2.94	(1.37)	0.19
Racially diverse stakeholders are actively solicited to provide input during department planning and decision-making on services and program delivery.	2.90	(1.34)	3.03	(1.31)	2.55	(1.44)	3.00	(1.23)	0.48 *
My department actively seeks representatives from communities of color to serve on Town boards, committees and commissions.	3.20	(1.37)	3.34	(1.32)	2.83	(1.51)	3.31	(1.20)	0.51 *
My department partners with other public institutions and/or community organizations to advance Racial Equity.	3.39	(1.41)	3.52	(1.39)	3.12	(1.50)	3.31	(1.29)	0.40 *
DATA & DISPARITIES COMMITMENT									
My department routinely analyzes data on race/ethnicity to measure equitable hiring and employment, contracting and procurement.	3.06	(1.46)	3.13	(1.45)	2.85	(1.55)	3.14	(1.33)	0.28 *
My department ensures all residents are served equitably by measuring access, treatment, quality and outcomes by race/ethnicity.	3.55	(1.40)	3.67	(1.36)	3.36	(1.56)	3.32	(1.22)	0.31 *
My department routinely uses race/ethnicity data to monitor equitable practices for performance reviews and promotions.	2.65	(1.39)	2.66	(1.39)	2.46	(1.39)	3.00	(1.38)	0.20 *
During budget and resource allocation planning, my department routinely analyzes race/ethnicity data to ensure Racial Equity.	2.88	(1.34)	2.92	(1.32)	2.73	(1.46)	3.05	(1.09)	0.19
My department evaluates data by race/ethnicity to ensure equitable service delivery and operations to stakeholders.	2.92	(1.40)	2.93	(1.42)	2.96	(1.51)	2.74	(1.02)	0.03

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC

TOWN: White and People of Color (POC) Consensus

TOWN OF BROOKLINE (TOWN)	Benchmark (Town = 337)		White (n = 213)		POC (n = 83)		Unknown (n = 41)		Gap
BELONGING & INCLUSION COMMITMENT									
I feel comfortable expressing my natural/cultural identity at work.	4.14	(1.24)	4.35	(1.10)	3.70	(1.49)	3.94	(1.09)	0.65 *
I do not need to conform to the dominant culture and downplay or hide how I am different in order to be treated like I belong.	3.94	(1.32)	4.11	(1.20)	3.43	(1.52)	4.13	(1.17)	0.68 *
I am able to influence decisions that affect my work, projects and program service areas.	3.90	(1.29)	4.07	(1.17)	3.52	(1.42)	3.71	(1.44)	0.55 *
I am often invited to voice my opinion in meetings where important decisions are made.	3.66	(1.38)	3.75	(1.35)	3.38	(1.49)	3.73	(1.20)	0.37 *
Mentoring and coaching are available to me.	3.68	(1.41)	3.85	(1.34)	3.22	(1.50)	3.69	(1.44)	0.63 *
In my department I am treated like I belong.	4.31	(1.16)	4.44	(1.06)	4.04	(1.31)	4.19	(1.28)	0.40 *
KNOWLEDGE & COMPETENCE COMMITMENT									
I have a clear understanding of what it means to advance Racial Equity in Town government.	3.90	(1.12)	3.89	(1.11)	3.87	(1.20)	4.09	(0.87)	0.02
I understand how my role, tasks and projects are aligned to Racial Equity, the Town mission, priorities and goals.	3.64	(1.27)	3.67	(1.26)	3.50	(1.33)	3.95	(1.12)	0.17
I understand what racial inequity looks like in daily operations, service delivery, policies, practices, procedures and programs.	4.13	(1.00)	4.04	(1.02)	4.35	(0.93)	4.14	(0.91)	0.31 *
I can identify examples of micro-aggressions, and biases during workplace interactions with people who are racially and culturally different from me.	3.44	(1.41)	3.38	(1.39)	3.63	(1.44)	3.38	(1.50)	0.25 *
I feel comfortable talking about race and equity within my workplace setting.	3.83	(1.25)	3.96	(1.15)	3.51	(1.43)	3.74	(1.29)	0.45 *
I understand why it's important for my employer to focus on Racial	4.58	(0.89)	4.56	(0.93)	4.63	(0.84)	4.64	(0.73)	0.07

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC

SCHOOL: White and People of Color (POC) Consensus

TOWN OF BROOKLINE (SCHOOL)	Benchmark (School = 233)		White (n = 166)		POC (n = 64)		Unknown (n = 3)		Gap
OVERALL RACIAL EQUITY COMMITMENT	3.49	(0.87)	3.70	(0.74)	2.95	(0.92)	3.46	(1.67)	0.75 *
INSTITUTIONAL	3.00	(1.15)	3.17	(1.14)	2.60	(1.07)	2.25	(1.77)	0.57 *
LEADERSHIP	3.49	(1.07)	3.71	(0.95)	2.92	(1.12)	3.27	(2.05)	0.79 *
CAPACITY BUILDING	2.73	(1.22)	2.87	(1.20)	2.40	(1.18)	3.00	(2.83)	0.47 *
DATA & DISPARITIES	3.00	(1.28)	3.25	(1.21)	2.37	(1.23)	2.00	(1.41)	0.88 *
BELONGING & INCLUSION	3.74	(1.05)	4.05	(0.84)	2.96	(1.12)	3.56	(1.71)	1.09 *
KNOWLEDGE & COMPETENCE	4.00	(0.72)	4.14	(0.56)	3.65	(0.94)	3.85	(0.92)	0.49 *

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC

SCHOOL: White and People of Color (POC) Consensus

TOWN OF BROOKLINE (SCHOOL)	Benchmark (School = 233)		White (n = 166)		POC (n = 64)		Unknown (n = 3)		Gap
INSTITUTIONAL COMMITMENT									
Town government has a written public declaration clearly stating our commitment to Racial Equity.	3.67	(1.29)	3.93	(1.20)	3.17	(1.29)	3.00	(2.83)	0.76 *
Training and development opportunities to build skills for implementing Racial Equity are made available to all levels of staff.	3.05	(1.39)	3.23	(1.36)	2.60	(1.37)	1.00	(0.00)	0.63 *
A functioning Racial Equity Taskforce/Committee or Chief Diversity Officer exist inside my institution.	2.82	(1.52)	3.03	(1.50)	2.41	(1.50)	0.00	(0.00)	0.62 *
Performance reviews for managers and senior leadership include clear Racial Equity expectations and goals.	2.56	(1.35)	2.78	(1.39)	2.20	(1.21)	1.50	(0.71)	0.58 *
All departments have established Racial Equity indicators of performance and progress.	2.31	(1.25)	2.40	(1.32)	2.19	(1.12)	1.00	(0.00)	0.21 *
LEADERSHIP COMMITMENT									
Department leadership encourages staff to participate in Racial Equity training.	3.86	(1.22)	4.10	(1.11)	3.33	(1.26)	2.67	(2.08)	0.77 *
Regardless of race, all employees have equal opportunity to advance, including receiving good job assignments, promotions, and salary increases.	3.08	(1.40)	3.26	(1.36)	2.54	(1.37)	3.67	(2.31)	0.72 *
Department leaders are held accountable for improving Racial Equity and diversity.	2.82	(1.46)	3.02	(1.49)	2.42	(1.33)	1.50	(0.71)	0.60 *
Department practices exist to ensure decision-making on policies, services, budgets and programs is done with Racial Equity in mind.	2.92	(1.40)	3.18	(1.33)	2.30	(1.39)	1.00	(0.00)	0.88 *
Department managers and leaders demonstrate a commitment to advancing Racial Equity.	3.58	(1.30)	3.85	(1.13)	2.84	(1.41)	3.00	(2.83)	1.01 *
My immediate supervisor is committed to advancing Racial Equity.	4.17	(1.20)	4.39	(0.99)	3.62	(1.46)	3.67	(2.31)	0.77 *

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC

SCHOOL: White and People of Color (POC) Consensus

TOWN OF BROOKLINE (SCHOOL)	Benchmark (School = 233)		White (n = 166)		POC (n = 64)		Unknown (n = 3)		Gap
CAPACITY BUILDING COMMITMENT									
My department often meets with communities of color to discuss the impact of services, decisions and programs.	2.47	(1.36)	2.56	(1.34)	2.25	(1.35)	3.00	(2.83)	0.31 *
Racially diverse stakeholders are actively solicited to provide input during department planning and decision-making on services and program delivery.	2.81	(1.37)	3.00	(1.36)	2.41	(1.31)	1.00	(0.00)	0.59 *
My department actively seeks representatives from communities of color to serve on Town boards, committees and commissions.	2.54	(1.39)	2.75	(1.38)	2.12	(1.31)	1.00	(0.00)	0.63 *
My department partners with other public institutions and/or community organizations to advance Racial Equity.	2.92	(1.44)	3.06	(1.40)	2.63	(1.48)	1.00	(0.00)	0.43 *
DATA & DISPARITIES COMMITMENT									
My department routinely analyzes data on race/ethnicity to measure equitable hiring and employment, contracting and procurement.	2.88	(1.40)	3.14	(1.41)	2.30	(1.23)	0.00	(0.00)	0.84 *
My department ensures all residents are served equitably by measuring access, treatment, quality and outcomes by race/ethnicity.	3.05	(1.44)	3.31	(1.35)	2.38	(1.46)	0.00	(0.00)	0.93 *
My department routinely uses race/ethnicity data to monitor equitable practices for performance reviews and promotions.	2.63	(1.41)	2.86	(1.43)	2.20	(1.27)	1.00	(0.00)	0.66 *
During budget and resource allocation planning, my department routinely analyzes race/ethnicity data to ensure Racial Equity.	2.59	(1.37)	2.80	(1.32)	2.20	(1.39)	1.00	(0.00)	0.60 *
My department evaluates data by race/ethnicity to ensure equitable service delivery and operations to stakeholders.	3.13	(1.38)	3.41	(1.31)	2.44	(1.34)	3.00	(0.00)	0.97 *

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC

SCHOOL: White and People of Color (POC) Consensus

TOWN OF BROOKLINE (SCHOOL)	Benchmark (School = 233)		White (n = 166)		POC (n = 64)		Unknown (n = 3)		Gap
BELONGING & INCLUSION COMMITMENT									
I feel comfortable expressing my natural/cultural identity at work.	4.07	(1.26)	4.45	(0.96)	3.11	(1.38)	3.67	(2.31)	1.34 *
I do not need to conform to the dominant culture and downplay or hide how I am different in order to be treated like I belong.	3.59	(1.41)	3.94	(1.19)	2.69	(1.51)	3.67	(2.31)	1.25 *
I am able to influence decisions that affect my work, projects and program service areas.	3.58	(1.31)	3.82	(1.18)	2.97	(1.41)	3.00	(2.00)	0.85 *
I am often invited to voice my opinion in meetings where important decisions are made.	3.44	(1.43)	3.72	(1.34)	2.72	(1.44)	3.33	(1.53)	1.00 *
Mentoring and coaching are available to me.	3.50	(1.45)	3.77	(1.33)	2.78	(1.47)	3.00	(2.83)	0.99 *
In my department I am treated like I belong.	4.22	(1.18)	4.53	(0.87)	3.42	(1.49)	4.33	(1.16)	1.11 *
KNOWLEDGE & COMPETENCE COMMITMENT									
I have a clear understanding of what it means to advance Racial Equity in Town government.	3.58	(1.26)	3.65	(1.17)	3.36	(1.45)	4.33	(1.16)	0.29 *
I understand how my role, tasks and projects are aligned to Racial Equity, the Town mission, priorities and goals.	3.76	(1.20)	3.86	(1.08)	3.52	(1.41)	3.00	(2.00)	0.34 *
I understand what racial inequity looks like in daily operations, service delivery, policies, practices, procedures and programs.	4.21	(0.92)	4.29	(0.77)	3.98	(1.21)	4.33	(1.16)	0.31 *
I can identify examples of micro-aggressions, and biases during workplace interactions with people who are racially and culturally different from me.	4.16	(0.98)	4.21	(0.86)	4.03	(1.23)	3.50	(2.12)	0.18
I feel comfortable talking about race and equity within my workplace setting.	3.89	(1.21)	4.16	(0.95)	3.20	(1.48)	3.33	(2.08)	0.96 *
I understand why it's important for my employer to focus on Racial	4.78	(0.70)	4.90	(0.39)	4.44	(1.12)	5.00	(0.00)	0.46 *

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC

FIRE DEPT: White and People of Color (POC) Consensus

TOWN OF BROOKLINE (FIRE DEPT)	Benchmark (Fire Dept = 35)		White (n = 27)		POC (n = 6)		Unknown (n = 2)		Gap
OVERALL RACIAL EQUITY COMMITMENT	3.90	(0.74)	3.93	(0.74)	3.45	(0.52)	4.82	(0.08)	0.48 *
INSTITUTIONAL	3.64	(1.13)	3.66	(1.14)	3.00	(0.82)	5.00	(0.00)	0.67 *
LEADERSHIP	4.01	(1.03)	4.02	(1.04)	3.69	(1.07)	4.92	(0.12)	0.32 *
CAPACITY BUILDING	3.33	(1.18)	3.36	(1.21)	2.90	(0.98)	4.75	(0.00)	0.46 *
DATA & DISPARITIES	3.62	(1.35)	3.72	(1.36)	2.60	(1.08)	4.57	(0.33)	1.12 *
BELONGING & INCLUSION	4.29	(0.80)	4.31	(0.84)	3.96	(0.56)	5.00	(0.00)	0.35 *
KNOWLEDGE & COMPETENCE	3.87	(0.61)	3.94	(0.57)	3.33	(0.45)	4.64	(0.30)	0.61 *

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC

FIRE DEPT: White and People of Color (POC) Consensus

TOWN OF BROOKLINE (FIRE DEPT)	Benchmark (Fire Dept = 35)		White (n = 27)		POC (n = 6)		Unknown (n = 2)		Gap
INSTITUTIONAL COMMITMENT									
Town government has a written public declaration clearly stating our commitment to Racial Equity.	4.23	(1.10)	4.29	(1.08)	3.50	(1.29)	5.00	(0.00)	0.79 *
Training and development opportunities to build skills for implementing Racial Equity are made available to all levels of staff.	3.40	(1.43)	3.35	(1.47)	3.00	(1.23)	5.00	(0.00)	0.35 *
A functioning Racial Equity Taskforce/Committee or Chief Diversity Officer exist inside my institution.	3.64	(1.09)	3.44	(1.15)	3.75	(0.50)	5.00	(0.00)	0.31 *
Performance reviews for managers and senior leadership include clear Racial Equity expectations and goals.	3.18	(1.44)	3.06	(1.53)	2.75	(0.50)	5.00	(0.00)	0.31 *
All departments have established Racial Equity indicators of performance and progress.	3.25	(1.48)	3.32	(1.49)	2.50	(1.29)	5.00	(0.00)	0.82 *
LEADERSHIP COMMITMENT									
Department leadership encourages staff to participate in Racial Equity training.	3.81	(1.28)	3.84	(1.25)	3.20	(1.48)	5.00	(0.00)	0.64 *
Regardless of race, all employees have equal opportunity to advance, including receiving good job assignments, promotions, and salary increases.	4.31	(1.12)	4.42	(1.06)	3.67	(1.37)	5.00	(0.00)	0.75 *
Department leaders are held accountable for improving Racial Equity and diversity.	3.80	(1.16)	3.74	(1.21)	3.60	(0.89)	5.00	(0.00)	0.14
Department practices exist to ensure decision-making on policies, services, budgets and programs is done with Racial Equity in mind.	3.68	(1.18)	3.78	(1.17)	3.00	(1.23)	4.50	(0.71)	0.78 *
Department managers and leaders demonstrate a commitment to advancing Racial Equity.	4.00	(1.23)	4.00	(1.17)	3.60	(1.67)	5.00	(0.00)	0.40 *
My immediate supervisor is committed to advancing Racial Equity.	4.32	(1.17)	4.27	(1.28)	4.33	(0.82)	5.00	(0.00)	0.06

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC

Introduction	Executive Summary	Road to Commitment	Recommendations and Next Steps	Appendix
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FIRE DEPT: White and People of Color (POC) Consensus

TOWN OF BROOKLINE (FIRE DEPT)	Benchmark (Fire Dept = 35)		White (n = 27)		POC (n = 6)		Unknown (n = 2)		Gap
CAPACITY BUILDING COMMITMENT									
My department often meets with communities of color to discuss the impact of services, decisions and programs.	2.84	(1.34)	2.77	(1.48)	2.80	(1.10)	4.00	(0.00)	0.03
Racially diverse stakeholders are actively solicited to provide input during department planning and decision-making on services and program delivery.	3.06	(1.39)	3.00	(1.41)	2.75	(1.26)	5.00	(0.00)	0.25 *
My department actively seeks representatives from communities of color to serve on Town boards, committees and commissions.	3.32	(1.36)	3.29	(1.36)	3.00	(1.41)	5.00	(0.00)	0.29 *
My department partners with other public institutions and/or community organizations to advance Racial Equity.	3.35	(1.34)	3.33	(1.41)	3.00	(0.82)	5.00	(0.00)	0.33 *
DATA & DISPARITIES COMMITMENT									
My department routinely analyzes data on race/ethnicity to measure equitable hiring and employment, contracting and procurement.	3.20	(1.40)	3.07	(1.44)	2.67	(0.58)	5.00	(0.00)	0.40 *
My department ensures all residents are served equitably by measuring access, treatment, quality and outcomes by race/ethnicity.	3.96	(1.40)	4.15	(1.35)	3.00	(1.63)	4.00	(1.41)	1.15 *
My department routinely uses race/ethnicity data to monitor equitable practices for performance reviews and promotions.	2.88	(1.36)	2.50	(1.31)	3.00	(0.00)	5.00	(0.00)	0.50 *
During budget and resource allocation planning, my department routinely analyzes race/ethnicity data to ensure Racial Equity.	2.93	(1.39)	2.73	(1.49)	3.00	(0.00)	5.00	(0.00)	0.27 *
My department evaluates data by race/ethnicity to ensure equitable service delivery and operations to stakeholders.	3.16	(1.30)	3.21	(1.37)	2.75	(1.26)	4.00	(0.00)	0.46 *

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC

FIRE DEPT: White and People of Color (POC) Consensus

TOWN OF BROOKLINE (FIRE DEPT)	Benchmark (Fire Dept = 35)		White (n = 27)		POC (n = 6)		Unknown (n = 2)		Gap
BELONGING & INCLUSION COMMITMENT									
I feel comfortable expressing my natural/cultural identity at work.	4.63	(0.88)	4.67	(0.83)	4.33	(1.21)	5.00	(0.00)	0.34 *
I do not need to conform to the dominant culture and downplay or hide how I am different in order to be treated like I belong.	4.09	(1.22)	4.22	(1.12)	3.17	(1.47)	5.00	(0.00)	1.05 *
I am able to influence decisions that affect my work, projects and program service areas.	4.26	(0.90)	4.26	(0.94)	4.00	(0.71)	5.00	(0.00)	0.26 *
I am often invited to voice my opinion in meetings where important decisions are made.	3.86	(1.17)	3.74	(1.10)	4.00	(1.55)	5.00	(0.00)	0.26 *
Mentoring and coaching are available to me.	4.26	(1.04)	4.33	(1.04)	3.67	(1.03)	5.00	(0.00)	0.66 *
In my department I am treated like I belong.	4.63	(0.84)	4.63	(0.88)	4.50	(0.84)	5.00	(0.00)	0.13
KNOWLEDGE & COMPETENCE COMMITMENT									
I have a clear understanding of what it means to advance Racial Equity in Town government.	3.86	(1.12)	4.00	(1.00)	2.83	(1.17)	5.00	(0.00)	1.17 *
I understand how my role, tasks and projects are aligned to Racial Equity, the Town mission, priorities and goals.	3.77	(0.99)	3.78	(0.95)	3.33	(1.03)	5.00	(0.00)	0.45 *
I understand what racial inequity looks like in daily operations, service delivery, policies, practices, procedures and programs.	4.24	(0.86)	4.31	(0.84)	3.67	(0.82)	5.00	(0.00)	0.64 *
I can identify examples of micro-aggressions, and biases during workplace interactions with people who are racially and culturally different from me.	3.29	(1.34)	3.33	(1.39)	3.33	(1.03)	2.50	(2.12)	0.00
I feel comfortable talking about race and equity within my workplace setting.	4.09	(1.27)	4.26	(1.13)	3.00	(1.55)	5.00	(0.00)	1.26 *
I understand why it's important for my employer to focus on Racial	4.37	(0.97)	4.33	(1.04)	4.33	(0.82)	5.00	(0.00)	0.00

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC

POLICE: White and People of Color (POC) Consensus

TOWN OF BROOKLINE (POLICE)	Benchmark (Police = 28)		White (n = 12)		POC (n = 16)		0.00 (n =)		Gap
OVERALL RACIAL EQUITY COMMITMENT	3.62	(1.06)	3.86	(1.21)	3.43	(0.92)	0.00	(1.67)	0.43 *
INSTITUTIONAL	3.15	(1.37)	3.48	(1.52)	2.93	(1.26)	0.00	(1.77)	0.54 *
LEADERSHIP	3.54	(1.40)	3.93	(1.60)	3.28	(1.23)	0.00	(2.05)	0.65 *
CAPACITY BUILDING	3.14	(1.37)	3.60	(1.45)	2.86	(1.29)	0.00	(2.83)	0.74 *
DATA & DISPARITIES	3.51	(1.41)	3.88	(1.66)	3.28	(1.22)	0.00	(1.41)	0.60 *
BELONGING & INCLUSION	3.64	(1.22)	3.78	(1.30)	3.54	(1.18)	0.00	(1.71)	0.24 *
KNOWLEDGE & COMPETENCE	4.02	(0.71)	3.97	(0.88)	4.06	(0.58)	0.00	(0.92)	0.10

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC

POLICE: White and People of Color (POC) Consensus

TOWN OF BROOKLINE (POLICE)	Benchmark (Police = 28)		White (n = 12)		POC (n = 16)		Unknown (n =)		Gap
INSTITUTIONAL COMMITMENT									
Town government has a written public declaration clearly stating our commitment to Racial Equity.	3.67	(1.49)	3.78	(1.48)	3.58	(1.56)	3.00	(2.83)	0.20
Training and development opportunities to build skills for implementing Racial Equity are made available to all levels of staff.	3.28	(1.65)	3.36	(1.69)	3.21	(1.67)	1.00	(0.00)	0.15
A functioning Racial Equity Taskforce/Committee or Chief Diversity Officer exist inside my institution.	3.35	(1.57)	3.75	(1.83)	3.08	(1.38)	0.00	(0.00)	0.67 *
Performance reviews for managers and senior leadership include clear Racial Equity expectations and goals.	2.95	(1.32)	3.57	(1.51)	2.62	(1.12)	1.50	(0.71)	0.95 *
All departments have established Racial Equity indicators of performance and progress.	3.05	(1.61)	3.57	(1.81)	2.77	(1.48)	1.00	(0.00)	0.80 *
LEADERSHIP COMMITMENT									
Department leadership encourages staff to participate in Racial Equity training.	3.38	(1.74)	3.50	(1.84)	3.29	(1.73)	2.67	(2.08)	0.21 *
Regardless of race, all employees have equal opportunity to advance, including receiving good job assignments, promotions, and salary increases.	3.78	(1.45)	4.18	(1.60)	3.50	(1.32)	3.67	(2.31)	0.68 *
Department leaders are held accountable for improving Racial Equity and diversity.	3.29	(1.76)	3.78	(1.72)	3.00	(1.77)	1.50	(0.71)	0.78 *
Department practices exist to ensure decision-making on policies, services, budgets and programs is done with Racial Equity in mind.	3.54	(1.53)	3.90	(1.66)	3.29	(1.44)	1.00	(0.00)	0.61 *
Department managers and leaders demonstrate a commitment to advancing Racial Equity.	3.35	(1.67)	4.00	(1.61)	2.87	(1.60)	3.00	(2.83)	1.13 *
My immediate supervisor is committed to advancing Racial Equity.	3.96	(1.54)	3.91	(1.87)	4.00	(1.31)	3.67	(2.31)	0.09

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC

POLICE: White and People of Color (POC) Consensus

TOWN OF BROOKLINE (POLICE)	Benchmark (Police = 28)		White (n = 12)		POC (n = 16)		Unknown (n =)		Gap
CAPACITY BUILDING COMMITMENT									
My department often meets with communities of color to discuss the impact of services, decisions and programs.	3.26	(1.76)	3.60	(1.65)	3.00	(1.87)	3.00	(2.83)	0.60 *
Racially diverse stakeholders are actively solicited to provide input during department planning and decision-making on services and program delivery.	2.95	(1.60)	3.50	(1.51)	2.45	(1.57)	1.00	(0.00)	1.05 *
My department actively seeks representatives from communities of color to serve on Town boards, committees and commissions.	2.75	(1.68)	3.20	(1.69)	2.43	(1.65)	1.00	(0.00)	0.77 *
My department partners with other public institutions and/or community organizations to advance Racial Equity.	3.68	(1.49)	4.10	(1.52)	3.40	(1.45)	1.00	(0.00)	0.70 *
DATA & DISPARITIES COMMITMENT									
My department routinely analyzes data on race/ethnicity to measure equitable hiring and employment, contracting and procurement.	3.48	(1.69)	3.89	(1.76)	3.17	(1.64)	0.00	(0.00)	0.72 *
My department ensures all residents are served equitably by measuring access, treatment, quality and outcomes by race/ethnicity.	3.61	(1.53)	3.67	(1.66)	3.57	(1.51)	0.00	(0.00)	0.10
My department routinely uses race/ethnicity data to monitor equitable practices for performance reviews and promotions.	3.48	(1.63)	3.67	(1.73)	3.33	(1.61)	1.00	(0.00)	0.34 *
During budget and resource allocation planning, my department routinely analyzes race/ethnicity data to ensure Racial Equity.	3.13	(1.54)	3.60	(1.67)	2.91	(1.51)	1.00	(0.00)	0.69 *
My department evaluates data by race/ethnicity to ensure equitable service delivery and operations to stakeholders.	3.50	(1.71)	3.78	(1.86)	3.31	(1.65)	3.00	(0.00)	0.47 *

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC

POLICE: White and People of Color (POC) Consensus

TOWN OF BROOKLINE (POLICE)	Benchmark (Police = 28)		White (n = 12)		POC (n = 16)		Unknown (n =)		Gap
BELONGING & INCLUSION COMMITMENT									
I feel comfortable expressing my natural/cultural identity at work.	3.74	(1.72)	3.91	(1.70)	3.63	(1.78)	3.67	(2.31)	0.28 *
I do not need to conform to the dominant culture and downplay or hide how I am different in order to be treated like I belong.	3.65	(1.70)	3.82	(1.83)	3.53	(1.64)	3.67	(2.31)	0.29 *
I am able to influence decisions that affect my work, projects and program service areas.	3.30	(1.64)	3.09	(1.81)	3.44	(1.55)	3.00	(2.00)	0.35 *
I am often invited to voice my opinion in meetings where important decisions are made.	3.08	(1.57)	3.36	(1.80)	2.87	(1.41)	3.33	(1.53)	0.49 *
Mentoring and coaching are available to me.	3.48	(1.45)	3.92	(1.44)	3.13	(1.41)	3.00	(2.83)	0.79 *
In my department I am treated like I belong.	4.29	(1.08)	4.08	(1.31)	4.44	(0.89)	4.33	(1.16)	0.36 *
KNOWLEDGE & COMPETENCE COMMITMENT									
I have a clear understanding of what it means to advance Racial Equity in Town government.	4.28	(1.06)	4.45	(1.21)	4.14	(0.95)	4.33	(1.16)	0.31 *
I understand how my role, tasks and projects are aligned to Racial Equity, the Town mission, priorities and goals.	4.04	(1.40)	4.10	(1.66)	4.00	(1.25)	3.00	(2.00)	0.10
I understand what racial inequity looks like in daily operations, service delivery, policies, practices, procedures and programs.	4.42	(1.07)	4.27	(1.42)	4.53	(0.74)	4.33	(1.16)	0.26 *
I can identify examples of micro-aggressions, and biases during workplace interactions with people who are racially and culturally different from me.	3.78	(1.60)	3.50	(1.78)	4.00	(1.46)	3.50	(2.12)	0.50 *
I feel comfortable talking about race and equity within my workplace setting.	3.79	(1.52)	3.92	(1.68)	3.69	(1.45)	3.33	(2.08)	0.23 *
I understand why it's important for my employer to focus on Racial	4.43	(1.20)	4.08	(1.56)	4.69	(0.79)	5.00	(0.00)	0.61 *

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC

Race and Ethnicity Consensus

TOWN OF BROOKLINE (ALL)	Benchmark (Org = 570)		White (n = 379)		Asian (n = 40)		Black (n = 41)		Hispanic (n = 31)		Two or More (n = 28)		Other (n = 7)		Unknown (n = 44)	
OVERALL RACIAL EQUITY COMMITMENT	3.58	(0.86)	3.72	(0.78)	3.33 *	(1.03)	2.95 *	(0.94)	3.31 *	(0.93)	3.13 *	(0.95)	3.44 *	(0.88)	3.61	(0.86)
INSTITUTIONAL	3.23	(1.18)	3.35	(1.18)	3.09 *	(1.17)	2.60 *	(1.06)	3.01 *	(1.28)	2.76 *	(1.06)	2.74 *	(1.37)	3.46	(1.08)
LEADERSHIP	3.60	(1.12)	3.76	(1.04)	3.41 *	(1.25)	2.96 *	(1.07)	3.27 *	(1.14)	2.94 *	(1.34)	3.33 *	(1.45)	3.70	(1.11)
CAPACITY BUILDING	2.96	(1.25)	3.08	(1.23)	2.87 *	(1.30)	2.27 *	(1.13)	2.85 *	(1.28)	2.41 *	(1.35)	3.14	(1.41)	3.19	(1.11)
DATA & DISPARITIES	3.14	(1.29)	3.32	(1.27)	3.10 *	(1.27)	2.31 *	(1.30)	2.64 *	(1.19)	2.54 *	(1.44)	3.40	(1.01)	3.11 *	(1.10)
BELONGING & INCLUSION	3.86	(1.05)	4.08	(0.90)	3.27 *	(1.27)	3.05 *	(1.27)	3.59 *	(1.01)	3.31 *	(1.23)	3.57 *	(0.69)	3.88 *	(1.02)
KNOWLEDGE & COMPETENCE	3.91	(0.74)	3.98	(0.68)	3.75 *	(0.91)	3.62 *	(0.92)	3.63 *	(0.93)	4.03	(0.66)	3.76 *	(0.42)	3.95	(0.58)

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus Race/Ethnicity; Asian = Asian & Pacific Islander

Race and Ethnicity Consensus

TOWN OF BROOKLINE (ALL)	Benchmark (Org = 570)		White (n = 379)		Asian (n = 40)		Black (n = 41)		Hispanic (n = 31)		Two or More (n = 28)		Other (n = 7)		Unknown (n = 44)	
INSTITUTIONAL COMMITMENT																
Town government has a written public declaration clearly stating our commitment to Racial Equity.	3.81	(1.27)	3.97	(1.20)	3.47 *	(1.36)	3.23 *	(1.33)	3.32 *	(1.52)	3.57 *	(1.33)	3.40 *	(1.14)	4.09	(1.22)
Training and development opportunities to build skills for implementing Racial Equity are made available to all levels of staff.	3.10	(1.42)	3.21	(1.39)	3.00 *	(1.46)	2.39 *	(1.44)	2.92 *	(1.41)	2.71 *	(1.43)	2.33 *	(1.51)	3.33	(1.42)
A functioning Racial Equity Taskforce/Committee or Chief Diversity Officer exist inside my institution.	3.26	(1.50)	3.43	(1.48)	3.21 *	(1.42)	2.67 *	(1.51)	2.91 *	(1.51)	2.95 *	(1.75)	2.50 *	(1.23)	3.29	(1.43)
Performance reviews for managers and senior leadership include clear Racial Equity expectations and goals.	2.77	(1.36)	2.88	(1.37)	2.81	(1.47)	2.10 *	(1.21)	2.55 *	(1.30)	2.37 *	(1.12)	1.67 *	(0.58)	3.16 *	(1.27)
All departments have established Racial Equity indicators of performance and progress.	2.59	(1.39)	2.67	(1.44)	2.76	(1.33)	2.10 *	(1.17)	2.65	(1.53)	1.95 *	(1.05)	2.00 *	(0.82)	2.88 *	(1.28)

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus Race/Ethnicity; Asian = Asian & Pacific Islander

Race and Ethnicity Consensus

TOWN OF BROOKLINE (ALL)	Benchmark (Org = 570)		White (n = 379)		Asian (n = 40)		Black (n = 41)		Hispanic (n = 31)		Two or More (n = 28)		Other (n = 7)		Unknown (n = 44)	
LEADERSHIP COMMITMENT																
Department leadership encourages staff to participate in Racial Equity training.	3.72	(1.32)	3.88	(1.27)	3.49 *	(1.23)	3.19 *	(1.24)	3.59 *	(1.19)	3.19 *	(1.62)	3.43 *	(1.62)	3.60 *	(1.46)
Regardless of race, all employees have equal opportunity to advance, including receiving good job assignments, promotions, and salary increases.	3.48	(1.43)	3.66	(1.36)	3.25 *	(1.44)	2.46 *	(1.30)	3.26 *	(1.56)	2.80 *	(1.41)	3.00 *	(1.92)	3.78	(1.41)
Department leaders are held accountable for improving Racial Equity and diversity.	3.04	(1.47)	3.16	(1.46)	3.25	(1.57)	2.24 *	(1.28)	2.89 *	(1.28)	2.55 *	(1.54)	2.86 *	(1.77)	3.11	(1.47)
Department practices exist to ensure decision-making on policies, services, budgets and programs is done with Racial Equity in mind.	3.17	(1.39)	3.31	(1.34)	3.09 *	(1.53)	2.65 *	(1.41)	2.69 *	(1.26)	2.43 *	(1.57)	3.00 *	(1.73)	3.52 *	(1.26)
Department managers and leaders demonstrate a commitment to advancing Racial Equity.	3.63	(1.30)	3.84	(1.16)	3.19 *	(1.53)	2.74 *	(1.35)	3.54 *	(1.32)	2.87 *	(1.69)	3.43 *	(1.72)	3.58 *	(1.27)
My immediate supervisor is committed to advancing Racial Equity.	4.12	(1.23)	4.28	(1.09)	3.84 *	(1.39)	3.82 *	(1.47)	3.72 *	(1.36)	3.63 *	(1.66)	4.29	(0.95)	3.85 *	(1.35)

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus Race/Ethnicity; Asian = Asian & Pacific Islander

Race and Ethnicity Consensus

TOWN OF BROOKLINE (ALL)	Benchmark (Org = 570)		White (n = 379)		Asian (n = 40)		Black (n = 41)		Hispanic (n = 31)		Two or More (n = 28)		Other (n = 7)		Unknown (n = 44)	
CAPACITY BUILDING COMMITMENT																
My department often meets with communities of color to discuss the impact of services, decisions and programs.	2.59	(1.39)	2.64	(1.37)	2.83	(1.42)	1.84 *	(1.25)	2.68	(1.35)	2.08 *	(1.44)	2.86 *	(1.57)	2.94 *	(1.41)
Racially diverse stakeholders are actively solicited to provide input during department planning and decision-making on services and program delivery.	2.86	(1.35)	3.02	(1.33)	2.55 *	(1.38)	2.13 *	(1.17)	2.74 *	(1.41)	2.57 *	(1.60)	2.83	(1.47)	2.93	(1.26)
My department actively seeks representatives from communities of color to serve on Town boards, committees and commissions.	2.92	(1.41)	3.08	(1.38)	2.72 *	(1.53)	2.19 *	(1.35)	2.55 *	(1.50)	2.46 *	(1.44)	3.33 *	(1.63)	3.23	(1.25)
My department partners with other public institutions and/or community organizations to advance Racial Equity.	3.19	(1.44)	3.31	(1.41)	3.23	(1.36)	2.61 *	(1.50)	3.13	(1.49)	2.60 *	(1.66)	3.17	(1.60)	3.23	(1.33)

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus Race/Ethnicity; Asian = Asian & Pacific Islander

Race and Ethnicity Consensus

TOWN OF BROOKLINE (ALL)	Benchmark (Org = 570)		White (n = 379)		Asian (n = 40)		Black (n = 41)		Hispanic (n = 31)		Two or More (n = 28)		Other (n = 7)		Unknown (n = 44)	
DATA & DISPARITIES COMMITMENT																
My department routinely analyzes data on race/ethnicity to measure equitable hiring and employment, contracting and procurement.	2.98	(1.44)	3.13	(1.43)	2.96	(1.43)	2.07 *	(1.30)	2.50 *	(1.28)	2.65 *	(1.58)	3.50 *	(1.52)	3.14	(1.33)
My department ensures all residents are served equitably by measuring access, treatment, quality and outcomes by race/ethnicity.	3.34	(1.44)	3.51	(1.37)	3.55	(1.54)	2.34 *	(1.49)	2.95 *	(1.46)	2.55 *	(1.64)	4.00 *	(1.10)	3.32	(1.22)
My department routinely uses race/ethnicity data to monitor equitable practices for performance reviews and promotions.	2.64	(1.40)	2.76	(1.41)	2.63	(1.31)	2.10 *	(1.37)	2.20 *	(1.06)	2.32 *	(1.57)	2.80	(1.48)	2.92	(1.41)
During budget and resource allocation planning, my department routinely analyzes race/ethnicity data to ensure Racial Equity.	2.75	(1.36)	2.87	(1.32)	2.78	(1.48)	2.28 *	(1.40)	2.47 *	(1.39)	2.50 *	(1.70)	2.00 *	(1.00)	2.96	(1.15)
My department evaluates data by race/ethnicity to ensure equitable service delivery and operations to stakeholders.	3.02	(1.39)	3.18	(1.38)	2.96 *	(1.48)	2.30 *	(1.39)	2.87 *	(1.46)	2.56 *	(1.58)	3.43 *	(0.98)	2.75	(1.01)

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus Race/Ethnicity; Asian = Asian & Pacific Islander

Race and Ethnicity Consensus

TOWN OF BROOKLINE (ALL)	Benchmark (Org = 570)		White (n = 379)		Asian (n = 40)		Black (n = 41)		Hispanic (n = 31)		Two or More (n = 28)		Other (n = 7)		Unknown (n = 44)	
BELONGING & INCLUSION COMMITMENT																
I feel comfortable expressing my natural/cultural identity at work.	4.11	(1.24)	4.39	(1.04)	3.28 *	(1.59)	3.27 *	(1.60)	3.94 *	(1.15)	3.32 *	(1.44)	3.57 *	(1.13)	3.91 *	(1.19)
I do not need to conform to the dominant culture and downplay or hide how I am different in order to be treated like I belong.	3.79	(1.37)	4.03	(1.19)	3.18 *	(1.60)	2.93 *	(1.59)	3.17 *	(1.51)	3.04 *	(1.64)	3.71 *	(1.11)	4.09	(1.26)
I am able to influence decisions that affect my work, projects and program service areas.	3.77	(1.31)	3.96	(1.18)	3.33 *	(1.46)	3.10 *	(1.54)	3.37 *	(1.38)	3.30 *	(1.41)	3.57 *	(1.51)	3.65 *	(1.48)
I am often invited to voice my opinion in meetings where important decisions are made.	3.56	(1.41)	3.74	(1.34)	2.97 *	(1.44)	2.66 *	(1.56)	3.53 *	(1.38)	3.22 *	(1.55)	3.71	(1.25)	3.70	(1.21)
Mentoring and coaching are available to me.	3.60	(1.43)	3.82	(1.34)	3.16 *	(1.41)	2.77 *	(1.60)	3.36 *	(1.35)	3.04 *	(1.67)	2.43 *	(1.27)	3.65	(1.50)
In my department I am treated like I belong.	4.28	(1.17)	4.48	(0.98)	3.65 *	(1.44)	3.51 *	(1.50)	4.00 *	(1.37)	3.89 *	(1.37)	4.43	(1.13)	4.21 *	(1.25)

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus Race/Ethnicity; Asian = Asian & Pacific Islander

Race and Ethnicity Consensus

TOWN OF BROOKLINE (ALL)	Benchmark (Org = 570)		White (n = 379)		Asian (n = 40)		Black (n = 41)		Hispanic (n = 31)		Two or More (n = 28)		Other (n = 7)		Unknown (n = 44)	
KNOWLEDGE & COMPETENCE COMMITMENT																
I have a clear understanding of what it means to advance Racial Equity in Town government.	3.77	(1.19)	3.79	(1.14)	3.59 *	(1.28)	3.55 *	(1.47)	3.43 *	(1.36)	4.08 *	(1.23)	3.86	(1.07)	4.12 *	(0.88)
I understand how my role, tasks and projects are aligned to Racial Equity, the Town mission, priorities and goals.	3.69	(1.24)	3.76	(1.18)	3.60	(1.29)	3.39 *	(1.46)	3.48 *	(1.30)	3.57	(1.43)	3.57	(1.51)	3.83	(1.24)
I understand what racial inequity looks like in daily operations, service delivery, policies, practices, procedures and programs.	4.16	(0.96)	4.15	(0.92)	4.05	(1.16)	4.08	(1.22)	4.10	(1.06)	4.61 *	(0.74)	4.29	(0.76)	4.17	(0.92)
I can identify examples of micro-aggressions, and biases during workplace interactions with people who are racially and culturally different from me.	3.74	(1.30)	3.74	(1.26)	3.89	(1.35)	3.95 *	(1.32)	3.35 *	(1.45)	4.04 *	(1.32)	3.57	(1.40)	3.39 *	(1.50)
I feel comfortable talking about race and equity within my workplace setting.	3.85	(1.23)	4.05	(1.07)	3.30 *	(1.32)	3.00 *	(1.57)	3.68 *	(1.35)	3.57 *	(1.57)	3.86	(1.22)	3.69 *	(1.35)
I understand why it's important for my employer to focus on Racial	4.66	(0.82)	4.71	(0.76)	4.47 *	(1.01)	4.45 *	(1.06)	4.45 *	(1.18)	4.86	(0.45)	4.71	(0.49)	4.68	(0.69)

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus Race/Ethnicity; Asian = Asian & Pacific Islander

Manager and Staff Consensus

TOWN OF BROOKLINE (ALL)	Benchmark (Org = 570)		Manager (n = 129)		Staff (n = 411)		Unknown (n = 30)		Gap
OVERALL RACIAL EQUITY COMMITMENT	3.58	(0.86)	3.70	(0.84)	3.54	(0.87)	3.52	(0.83)	0.15
INSTITUTIONAL	3.23	(1.18)	3.31	(1.24)	3.18	(1.18)	3.43	(0.94)	0.13
LEADERSHIP	3.60	(1.12)	3.79	(1.03)	3.53	(1.14)	3.67	(1.08)	0.26 *
CAPACITY BUILDING	2.96	(1.25)	3.39	(1.21)	2.81	(1.25)	3.14	(1.01)	0.58 *
DATA & DISPARITIES	3.14	(1.29)	3.25	(1.35)	3.11	(1.30)	3.10	(0.96)	0.14
BELONGING & INCLUSION	3.86	(1.05)	4.06	(1.00)	3.80	(1.06)	3.76	(0.98)	0.26 *
KNOWLEDGE & COMPETENCE	3.91	(0.74)	3.90	(0.77)	3.92	(0.73)	3.80	(0.50)	0.02

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of Manager Minus Staff

Manager and Staff Consensus

TOWN OF BROOKLINE (ALL)	Benchmark (Org = 570)		Manager (n = 129)		Staff (n = 411)		Unknown (n = 30)		Gap
INSTITUTIONAL COMMITMENT									
Town government has a written public declaration clearly stating our commitment to Racial Equity.	3.81	(1.27)	3.88	(1.30)	3.78	(1.27)	3.91	(1.23)	0.10
Training and development opportunities to build skills for implementing Racial Equity are made available to all levels of staff.	3.10	(1.42)	3.11	(1.55)	3.07	(1.39)	3.39	(1.26)	0.04
A functioning Racial Equity Taskforce/Committee or Chief Diversity Officer exist inside my institution.	3.26	(1.50)	3.54	(1.54)	3.16	(1.49)	3.27	(1.31)	0.38 *
Performance reviews for managers and senior leadership include clear Racial Equity expectations and goals.	2.77	(1.36)	2.82	(1.41)	2.72	(1.35)	3.10	(1.12)	0.10
All departments have established Racial Equity indicators of performance and progress.	2.59	(1.39)	2.66	(1.51)	2.54	(1.37)	2.94	(1.06)	0.12
LEADERSHIP COMMITMENT									
Department leadership encourages staff to participate in Racial Equity training.	3.72	(1.32)	3.79	(1.29)	3.69	(1.32)	3.85	(1.38)	0.10
Regardless of race, all employees have equal opportunity to advance, including receiving good job assignments, promotions, and salary increases.	3.48	(1.43)	3.94	(1.29)	3.31	(1.44)	3.74	(1.43)	0.63 *
Department leaders are held accountable for improving Racial Equity and diversity.	3.04	(1.47)	3.26	(1.39)	2.97	(1.49)	3.04	(1.48)	0.29 *
Department practices exist to ensure decision-making on policies, services, budgets and programs is done with Racial Equity in mind.	3.17	(1.39)	3.44	(1.37)	3.08	(1.40)	3.24	(1.22)	0.36 *
Department managers and leaders demonstrate a commitment to advancing Racial Equity.	3.63	(1.30)	3.92	(1.14)	3.55	(1.34)	3.50	(1.21)	0.37 *
My immediate supervisor is committed to advancing Racial Equity.	4.12	(1.23)	4.23	(1.20)	4.11	(1.23)	3.89	(1.26)	0.12

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of Manager Minus Staff

Manager and Staff Consensus

TOWN OF BROOKLINE (ALL)	Benchmark (Org = 570)		Manager (n = 129)		Staff (n = 411)		Unknown (n = 30)		Gap
CAPACITY BUILDING COMMITMENT									
My department often meets with communities of color to discuss the impact of services, decisions and programs.	2.59	(1.39)	2.99	(1.42)	2.44	(1.37)	2.88	(1.30)	0.55 *
Racially diverse stakeholders are actively solicited to provide input during department planning and decision-making on services and program delivery.	2.86	(1.35)	3.32	(1.30)	2.68	(1.34)	3.05	(1.24)	0.64 *
My department actively seeks representatives from communities of color to serve on Town boards, committees and commissions.	2.92	(1.41)	3.45	(1.32)	2.72	(1.42)	3.14	(1.08)	0.73 *
My department partners with other public institutions and/or community organizations to advance Racial Equity.	3.19	(1.44)	3.78	(1.35)	3.01	(1.44)	3.10	(1.22)	0.77 *
DATA & DISPARITIES COMMITMENT									
My department routinely analyzes data on race/ethnicity to measure equitable hiring and employment, contracting and procurement.	2.98	(1.44)	3.08	(1.46)	2.94	(1.45)	3.00	(1.17)	0.14
My department ensures all residents are served equitably by measuring access, treatment, quality and outcomes by race/ethnicity.	3.34	(1.44)	3.49	(1.50)	3.29	(1.44)	3.35	(1.19)	0.20 *
My department routinely uses race/ethnicity data to monitor equitable practices for performance reviews and promotions.	2.64	(1.40)	2.67	(1.37)	2.62	(1.42)	2.71	(1.21)	0.05
During budget and resource allocation planning, my department routinely analyzes race/ethnicity data to ensure Racial Equity.	2.75	(1.36)	2.89	(1.32)	2.69	(1.40)	2.88	(0.89)	0.20 *
My department evaluates data by race/ethnicity to ensure equitable service delivery and operations to stakeholders.	3.02	(1.39)	3.07	(1.42)	3.03	(1.41)	2.62	(0.87)	0.04

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of Manager Minus Staff

Manager and Staff Consensus

TOWN OF BROOKLINE (ALL)	Benchmark (Org = 570)		Manager (n = 129)		Staff (n = 411)		Unknown (n = 30)		Gap
BELONGING & INCLUSION COMMITMENT									
I feel comfortable expressing my natural/cultural identity at work.	4.11	(1.24)	4.29	(1.11)	4.07	(1.28)	3.95	(1.19)	0.22 *
I do not need to conform to the dominant culture and downplay or hide how I am different in order to be treated like I belong.	3.79	(1.37)	4.00	(1.29)	3.71	(1.39)	4.10	(1.12)	0.29 *
I am able to influence decisions that affect my work, projects and program service areas.	3.77	(1.31)	4.13	(1.20)	3.67	(1.31)	3.43	(1.47)	0.46 *
I am often invited to voice my opinion in meetings where important decisions are made.	3.56	(1.41)	3.86	(1.38)	3.48	(1.41)	3.45	(1.23)	0.38 *
Mentoring and coaching are available to me.	3.60	(1.43)	3.68	(1.42)	3.58	(1.43)	3.47	(1.47)	0.10
In my department I am treated like I belong.	4.28	(1.17)	4.36	(1.10)	4.26	(1.17)	4.10	(1.41)	0.10
KNOWLEDGE & COMPETENCE COMMITMENT									
I have a clear understanding of what it means to advance Racial Equity in Town government.	3.77	(1.19)	3.93	(1.13)	3.72	(1.21)	3.73	(1.01)	0.21 *
I understand how my role, tasks and projects are aligned to Racial Equity, the Town mission, priorities and goals.	3.69	(1.24)	3.74	(1.28)	3.67	(1.23)	3.91	(0.94)	0.07
I understand what racial inequity looks like in daily operations, service delivery, policies, practices, procedures and programs.	4.16	(0.96)	4.12	(0.95)	4.19	(0.96)	3.60	(0.97)	0.07
I can identify examples of micro-aggressions, and biases during workplace interactions with people who are racially and culturally different from me.	3.74	(1.30)	3.53	(1.34)	3.82	(1.27)	3.30	(1.42)	0.29 *
I feel comfortable talking about race and equity within my workplace setting.	3.85	(1.23)	3.98	(1.21)	3.81	(1.24)	3.83	(1.12)	0.17
I understand why it's important for my employer to focus on Racial	4.66	(0.82)	4.51	(0.98)	4.72	(0.76)	4.42	(0.90)	0.21 *

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of Manager Minus Staff

Racial Equity Commitment (REC) Assessment Development & Validation

- Content Validity - Initial assessment created by content experts supported by published research in the field assessed commitment levels of employees through 32 functional competency statements over 6 competencies that measured the strength of Racial Equity Commitment using a 5 point Likert scale agreement with a statement.
- Structural Validity - Exploratory factor analysis (EFA) using principal component analysis (PCA) using Varimax rotation was conducted as a data reduction procedure for eliminating poorly loaded items and keeping the strongest items from the original survey in the analysis. Ten (10) items were removed.
- Strong Internal Reliability - Factor loadings from the confirmatory factor analysis (CFA) for the 32 functional competency items were all strong ranging from .705 to .885. Reliability measures for each of the six competencies were also strong with Cronbach's alphas ranging from .765 to .859. Typical CFA model fit statistic, RMSEA < .08; CFI > .90; and TLI > .95.
- Convergent and Divergent Validity – Pearson's product moment correlations between the six subscales were moderate and significant (all r s between .417 and .645, p s < .01) showing good convergent and divergent validity, indicating related subscales but not so strongly correlated as to be measuring the same constructs.



Contact us

Racial Equity Group is a management consulting firm that provides advisory services to public and private sector organizations on Racial Equity, and inclusion strategies, as well as customizing and facilitating Racial Equity audits and racial bias training experiences.



Email

info@racialequitygroup.com



Phone

+1 888.369.1339



Website

www.racialequitygroup.com

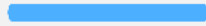


Address

391 Las Colinas Blvd. Ste 130-350
Irving, Texas 75039



Racial Equity Group



MAKING RACIAL EQUITY STANDARD OPERATING PROCEDURE